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VOL. 59 November 15, 1934 No. 20

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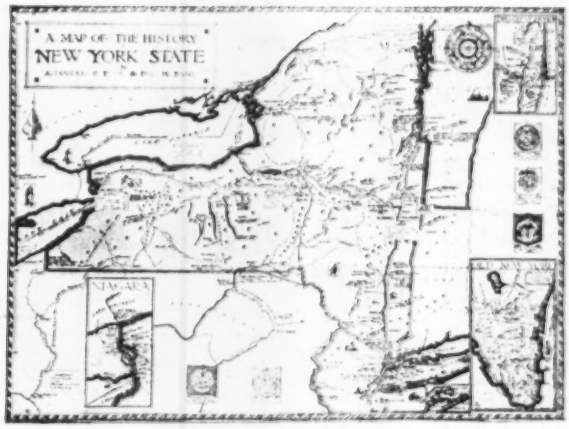

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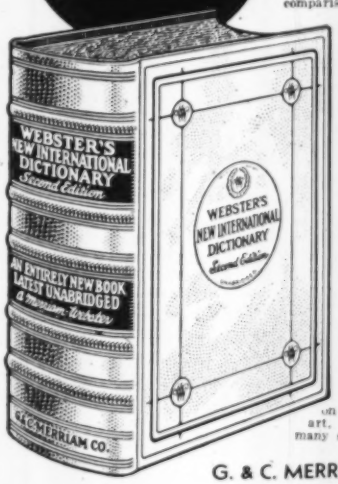

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Published by R. R. Bowker Company. *Publication Office:* 19th and Federal Sts., Camden, N. J.
Editorial and General Offices: 62 W. 45th St., New York City

25 cents single copy. *Five dollars a year.*

Editors
BERTINE E. WESTON
FREDERIC G. MELCHER

Business Manager
ALBERT R. CRONE
Advertising: LOUIS C. GREENE

VOL. 59, No. 20 NOVEMBER 15, 1934

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Although the express purpose of the book is to help those who are planning to start with little or no previous book experience, dealers will find much interesting material. Excellent advice is given on the handling of deposits, the preparation of original book jackets to give them longer life, the arrangement of books on the shelves, and the budgeting of purchases. Children's libraries, renting by mail and by the "bag method" are discussed at some length. Suggestions are made for follow-up systems, inventory methods, side-lines to be carried, etc.

It is evident that a great deal of work has gone into the volume, and many of its recommendations are very sound. It is worth reading and we recommend it to any one who conducts a rental library or plans to start one.

RETAIL BOOKSELLER

THE LIBRARY JOURNAL

The Cubook: A Suggested Unit For Bookstack Measurement

By ROBERT W. HENDERSON

In Charge Of Stack, The New York Public Library

IN A RECENT ARTICLE on "Tiers, Books and Stacks,"[1] it was pointed out that in estimating shelf space, it was important to consider the cubic content of the books in relation to the shelves to hold them. It was therefore suggested that a unit of measurement be employed for estimating shelf space which would convey some idea of storage capacity. This unit might be a hypothetical book to be used as a common denominator by means of which groups of books could be expressed in similar terms and compared, or even to express the total capacity of a library. It was suggested that each library would have to fix a unit to suit its particular collection, which of course meant that each library would have a different unit.

Further exploration of this subject has demonstrated the desirability of a unit for bookstack measurement which can be commonly used. The contents of bookstacks in different libraries must differ in many ways. The problems of shelving must be met by each institution according to its particular need. No norm can be set for the arrangement of shelves in different libraries, nor, for that matter, in different parts of the same library. Yet it ought to be possible to establish a method by which collections in libraries can be estimated and compared.

It was said long ago that librarianship was an exact profession, and yet in the one thing which lends itself to the application of precise measurement library science seems to be uncertain and indefinite. It is reasonable to expect that the capacity of a library should be ascertainable with some degree of accuracy; an architect planning a library should be able to provide for a required number of books. But a brief investigation reveals that there is no uniformity in the methods of estimating bookstack capacity, and no formula that may be trusted.

Perhaps it is a matter of terminology. A library is said to have a capacity of a million volumes. What kind of volumes? Large, small or the average of all? What is an average book? The engineer calculates the displacement of a vessel at so many tons. It is an easy matter to calculate the size of an aqueduct to carry so many gallons of water a day. But architects who in the past have planned libraries to hold a given number of volumes have badly missed their estimates. This results from the use of the word "book" as a term of measurement, when in fact it is not susceptible to such use. It expresses neither height nor depth, cubic capacity nor lineal measurement. It simply is not a term of measurement, and conveys no such connotation, even to a librarian.

In order to express the capacity of a bookstack, it becomes necessary to use a term which in itself conveys a definite, an exact measurement, which will be as certain as a six foot rule or a set of weights and measures. The difficulty, perhaps, lies in the combination of three different ideas. It is simple to give the total lineal feet of shelving in a library. It is quite easy to understand what is meant when a library of one million volumes is mentioned. The size of a stack might be expressed quite accurately in cubic capacity. But to arrive at a term which shall convey a combination of all these factors seems to necessitate a word still unknown to Webster.

Acknowledgements are made to Mr. Milton Gross, C.E., of the New York Public Library, and to Mr. Angus S. Macdonald, president of Snead & Co., Jersey City, N. J., for valuable suggestions.

[1] LIB. JOUR., 59:382-383, May 1, 1934.

The close relationship between various factors, and the use of one in calculating another, is common practice. For instance, the huge piles of coal at pit heads, or of coke at gas plants are expressed on the books of their owners in tons. Yet obviously the material is never actually weighed. The size of the piles are measured by the use of a theodolite and the cubic contents estimated, from which the weight is readily computed.

A perfect analogy to our point is used by electricians. With a constant voltage, the flow of current along a wire depends upon the area of a cross section of the wire. To arrive at this figure, it is necessary to measure the diameter, estimate the area of the cross section, and from that calculate the flow of current, a lengthy calculation which the electrician avoids by the use of the term "circular mill," invented for the occasion, and which to the electrician conveys an idea of both the size of the wire and the flow of current. What is needed is a "circular mill" for libraries.

A method frequently employed to estimate bookstack capacity is to base the number of books on the area of the floor space available. The uncertainty of this method is amusingly illustrated in that since 1881, when W. F. Poole gave the estimate of twenty-seven volumes per square foot, including the total area of the room, each succeeding authority has gradually reduced the figure. In 1890 W. E. Gladstone, the eminent statesman, venturing out of his own field, stated that twenty-five books per square foot was adequate for the housing of books in a library. W. R. Eastman in 1901 still clung to the twenty-five per square foot, but warned that it was "full capacity," evidently sensing that the estimate was too generous, and practically nullified his own figure by stating that "in practical work, to provide for convenient classification, expansion, etc., the shelves of the library should be sufficient for twice the actual number of books."

The estimate most commonly used is twenty books to the square foot, perhaps first used by Soule in 1912, and by Tilton in THE LIBRARY JOURNAL of September 1912, in his article "Scientific Library Planning," which has been reprinted by Snead and Co. in their catalogs. The formula is obtained by assuming a 3-foot shelf in double ranges placed on 5-foot centers, housing 150 books on each side, or 300 in all. That is, 15 square feet for 300 books, or 20 per square foot. This includes side aisles only, and compensation must be made for other floor space in main aisles, stairways, etc. Gerould in his excellent *The College Library Building* (1932) drops the estimate to 15 per square foot, but includes in this figure space occupied by aisles, elevators, staircases, etc., "but not by carrels."

The method of estimating bookstack capacity by lineal measurement of shelving is also frequently employed, and here again authorities differ. Briscoe estimates 25 per 3-foot shelf, or 8.3 per lineal foot. Chalmers Hadley gives eight books per running foot, but warns to leave the shelves one-third empty, while Soule states that eight books per foot is "practical capacity" for octavos and duodecimos, and calculates for quartos separately. Gerould states fifty books per running foot of single faced tier, which is equivalent to 7.1 books per lineal foot. In THE LIBRARY JOURNAL of June 1931, Dr. Andrew Keogh states that the Sterling Memorial Library at Yale has 75 miles of shelves, with an estimated capacity of 2,000,000 volumes. This is only 5 per lineal foot, a considerable drop from other estimates, but, as will be shown later, the most accurate.

The familiar tables published by Snead & Co. in their various publications do not attempt to set a formula for estimating a complete library, but range from 10 per foot for "circulation" to 2 per foot for U. S. patents. The architect who wished to plan a library of a fixed capacity would be forced to estimate the probable number of volumes in each group as they would stand when the shelves were full—a rather formidable task. Even if this were possible, the original difficulty would remain, the use of the word "book" as a term of measurement.

It is suggested that a new term be used as a unit of bookstack measurement, and that the unit be called a "cubook." A cubook is the volume of space required to shelve the average book in a typical library. A standard 3-foot section 7½ feet high, contains 100 cubooks.

This "average" volume has not been arbitrarily set at the round figure of 100 per standard section. It so happened that when calculations were made, the final estimate was so close that it was felt for the sake of simplicity the round figure was justified.

Conditions in the New York Public Library were studied in an attempt to arrive at the size of the cubook. The standard 7′6″ tier is divided normally into seven shelves, so that books 11½″ in height can be snugly shelved, but the average height of the books in the octavo sections is approximately 9″. Again, although the shelves are 9″ deep, the books average 6.25″ in depth. Since the books on the octavo shelves run seven to the lineal foot, the average octavo book is 9″ high, 6.25″ deep and 1.714″ wide.

The term "cubook" is intended to convey the idea of actual storage capacity. It should be noted that it requires shelving to accommodate books 11½″ high and 9″ deep, although the average octavo is much smaller. The total cubic content of a shelf of "average" octavos is obviously smaller than the shelf structure which contains it. Except for "sets," few shelves are packed solid, and allowance must be made for waste space both at the tops of the books and behind them. It is now possible to arrange the following table:

21	octavos	—1 shelf (3′)
147	"	—1 section (7 shelves)
294	"	—1 double section
49	"	—1 foot single faced range.
98	"	—1 foot double faced range.

Basing estimates for quartos on conditions in the New York Public Library, it is found that the quarto shelves allow for books from 11½″ to 19″ in height. A tier of 19″ books would require four shelves per tier, but the books average about 15″ in height, and the average number of shelves in the quarto tiers is five. Books average fifteen per shelf, so that the average number of quarto volumes per 3′ section is seventy-five. This is the same amount of shelving as required for 147 octavos. The ratio of a quarto volume to an octavo is therefore 1.96:1.

Folios are shelved flat, and must occupy double sections. At two per shelf, and thirteen shelves to the tier, it is found that 26 folios occupy the same space as 294 octavos. The ratio of folios to octavos is therefore 11.303:1.

No allowance is made for large size shelves in the quarto or folio sections, although folios are allowed double sections. Modern stacks are so constructed that the centers of the tiers are evenly spaced, and that large sized shelves may be placed in any section. When this is done, the extra space is taken from the aisles. As pointed out by Gerould, stacks should be so planned as to accommodate shelves up to 12". "It is impossible to predict over a period of years" where the larger shelves will be needed. "It should be possible to put them anywhere."

The addition of an extra 3" when the 12" shelves are substituted for 9" shelves of course increases the cubic capacity. This may seem to vitiate the use of a unit based on a shelf of uniform width. The extra 3", however, may be regarded as somewhat analogous to the "factor of safety" as used in engineering; that is, the deliberate allowance for stresses far in excess of the anticipated load. It does not interfere with the suggested method of calculating. Of course many libraries have 8" shelves, but the cubook could still be used, although the factor of safety would be decreased.

We may now proceed to estimate the average book in the "typical" large reference library. Suppose a library holds a million volumes. What is the proportion of octavos, quartos and folios? Gerould's formula, slightly modified to make an even 100 per cent, may be taken as representative of the average library: 85 per cent for octavos, 13 per cent for quartos and 2 per cent for folios. Divide the million volumes accordingly and reduce to the equivalent of octavos:

850,000 octavos	—850,000 octavos.
130,000 quartos (× 1.96)	—254,800 "
20,000 folios (× 11.303)	—226,060 "
1,000,000 volumes equivalent of	1,330,860 octavos.

In estimating shelf space for books one more factor must be considered. Warner and Brown, in THE LIBRARY JOURNAL of January 15, 1928, have well pointed out that shelves cannot be filled to capacity, and they allow no less than 20 per cent for the unused space. This is an important item to note, for little acquaintance with the problems of shelving is necessary to realize the impossibility of utilizing efficiently the empty ends of the shelves. In estimating the average book, therefore, it is necessary to include, in the factors considered, this waste space. Twenty per cent, however, seems rather generous, and in our estimates only 10 per cent is used.

The need for taking into consideration the waste space at the ends of the shelves may not at first be apparent, but failure to recognize it might be costly. Actual book capacity would be underestimated and the need for extensions arise long before they were anticipated. Administrative costs would tend to increase, for constant shifting to utilize as much of the shelf ends as possible would become necessary, and this, with slower service would demand increased staff. Binding costs would also increase, for crowded shelves and frequent shifting are harmful to book bindings.

The total of 1,330,860 then is only 90 per cent of the octavo-capacity required and the final figure is 1,478,733. That is, the space required to house a collection of 1,000,000 volumes, in a typical library, after due allowance has been made for the extra space needed for quartos and folios and after taking into consideration the empty spaces at the ends of the shelves, is equivalent to the space which would be occupied by 1,478,733 average octavos. By dividing this total by ninety-eight, the number of octavos per foot of double faced range, it is found that 15,089 feet of double faced range would be needed to shelve 1,000,000 volumes.

If seven shelves per tier be allowed throughout the 15,089 feet of double faced range arrived at above, and the whole reduced to lineal feet of shelving, we find that the million volumes require 211,246 feet of shelving, or 4.734 per foot. This may seem extremely low, but it should be remembered that 26 folios occupy 3 feet of double faced range—one complete section—into which fourteen shelves would normally fit: 42 lineal feet of shelving, or .61 per foot. By similar reckoning quartos occupy 1.79 per foot. The lineal footage is not calculated by the number of shelves actually used when the books are in place, but by the number of shelves which would normally fit into the space required—seven shelves per tier. If octavos and quartos alone are considered, the average is 5.706 per foot.

The final estimate of 4.734 per lineal foot becomes the basis of the cubook, and since this works out at 99.414 per 3' section, the round figure of 100 is accepted in the definition. One hundred cubooks therefore will occupy a standard 3' section, or will run 33 1/3 per foot of single faced tier. This simple factor, it might be repeated, includes all adjustments which arise out of the different sizes of the books, the element of cubic capacity, and also includes allowances for unused space at the ends of the shelves; no further compensations are necessary.

To calculate the number of single faced 3' sections required to house a required number of books, simply divide by 100; a collection of a million books will require 10,000 single faced sections. Having arrived at this figure, the architect may lay out his floor plans, arranging the aisles to any desired width, but he must have the calculated number of sections. When the architect states the capacity of the bookstack, however, he should state that it will hold 1,000,000 *cubooks*, a precise measurement, and this term should be used in all professional publications. To his public the librarian may state that the capacity of his library is *approximately* 1,000,000 volumes.

Of course the formula could be modified in practice by the architect, and special consideration given to collections containing newspapers, or an unusual number of large-sized books. As now, special provision might be made for these outside of the regular bookstack. In all cases, however, the complete collection could be reduced to cubooks, and the final total expressed in terms of definite measurement.

A footnote on a matter related to the subject of this paper might be made here. What amount of space should be allowed for growth? It is not generally realized how rapid is the growth of reference libraries, where all kinds of materials are accumulated, and seldom if ever discarded. Detailed statistics cannot be given here, but a brief study of the reports of the larger reference libraries reveals the astonishing fact that most of them double in size within twenty years. An extremely conservative estimate may be set at 100 per cent growth each twenty-five years. That is, to calculate the approximate size of a large reference library in twenty-five years, multiply the present collections by two, and in fifty years, multiply by four. Beyond that period it is impossible to calculate with any degree of accuracy.

Individual End Papers For Public Libraries

By DR. GÉZA SCHUTZ[1]

Montclair, N. J., Free Public Library

SURPRISING as it may seem to well informed laymen and even to persons of the trade, end papers have a history of their own, in spite of the fact that neither the *Oxford Dictionary* nor the *Encyclopaedia Britannica* defines or mentions this term. (The infallible Webster, however, has an entry under the word: End Paper.)

Nevertheless, brief as the history of end papers is, it is interesting enough to be recorded. Before the seventeenth century, end papers were made of plain white paper. In the case of the finer volumes or manuscripts, parchment was employed for this purpose. According to Le Caille's scholarly *Histoire de l'Imprimerie en France*, Paris, 1697, colored end paper was first used by Macé Rutte, a Parisian binder in the early years of the seventeenth century. Next, in the obscure evolution of the end paper, came the use of the marbled paper which appeared about 1630. Toward the end of the seventeenth century lining paper of morocco was in vogue together with rich blue or pink water silk.

The first half of the eighteenth century produced the whirls and snails on end papers by the use of a stick to stir the color in the bath. In the austere books published during the French Revolution, however, the spirit of the times was reflected in their end papers, which were usually a uniform blue or pink.

The beginning of industrialism brought with it a wide variety of designs. Poets were prone to insist upon patterns copied from their own mistress's dresses. The Goncourts, who cultivated a taste for the exclusive and refined, chose colored Japanese papers, while a certain Dr. Boulard, whom we should consider the father of the individual end paper, used a special paper with a design of his own initials.

From the time when Hildebrand Brandenburg of Biberach presented a collection of books to the Carthusian monks of Buxheim with a colored wood cut of an angel bearing a shield printed in each volume, as a mark of his ownership, the art of the book plate has flourished.

A distinctive end paper is really an *ex libris*. It combines all of the characteristics of the book plate in that it bears the name of the owner, accompanied or unaccompanied by a motto, a device or a more or less symbolic ornamentation. The essential feature of the distinctive end paper is the name of the owner. It serves to denote the ownership and helps to remind the borrower to return the book at an early date. In order to achieve this aim, the lettering used on the end paper should be clear, distinctive and legible. The ornamental aspect should be strictly subordinated.

Libraries have become aware of the necessity of using specially designed end papers that happily combine usefulness and distinction with the outspoken purpose of identifying the ownership of the book. In the early days of library book binding, the Cedric Chivers Bindery of England (and later of America) had an all-over end paper which repeated the Chivers' trade mark. For some years, the H. R. Huntting Company of Springfield, Massachusetts, have realized that, besides serving a decorative purpose, the design of a special end paper can fulfill a useful aim, such as revealing the publishing house or the binder. They use a very original end paper bearing the initials of the company in water marks instead of in printing. The resulting pattern is revealing without being too obvious.

While the use of decorative end papers in trade books has grown tremendously in the past fifteen years, its presence in rebound library books is still a matter of pleasant surprise to those who have an eye for it. While publishers realize the various advantages offered by an attractive end paper in spite of the undisputable slight extra cost added to the production of the book, libraries have been slow to adopt it.

The Forbes Library at Northampton, Massachusetts, has the distinction of being the first library to adopt its own individual end paper. At the time of its adoption, Mr. J. L. Harrison, the librarian, had never heard of any other library designing and using its own end paper. The design which was made up by the library consists of a repeating pattern of a pile of books with an open folio in the foreground, bearing the words of ownership: "Forbes Library,

[1] I wish to express my indebtedness to Mr. T. P. Ayer, J. L. Harrison, J. L. Wheeler and to Miss Margery Quigley for their courteous assistance in supplying me with information contained in this article.

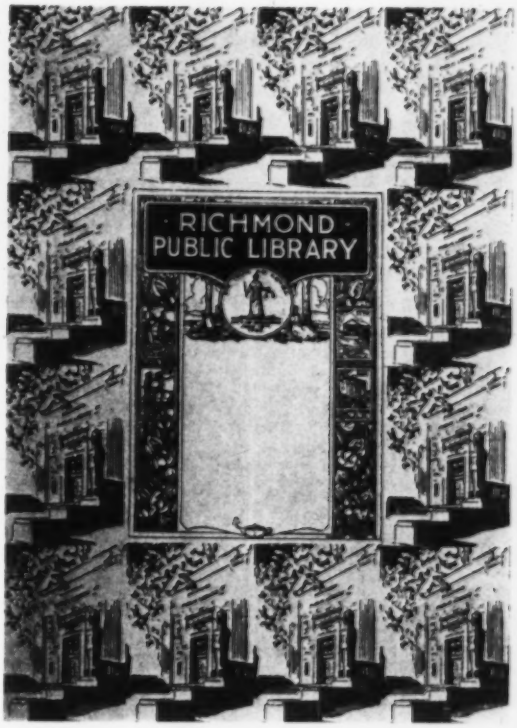
End Paper Of The Forbes Library At Northampton, Massachusetts; The First Library To Adopt Its Own Individual End Paper

Northampton, Massachusetts", the candle of learning and the seal of Northampton, all interwoven. The end papers were lithographed by Milton Bradley Company of Springfield, Massachusetts, in 1915. They were used by the library for a number of years, being sent in sheets to the National Library Bindery, West Springfield, where the binding was and still is done. The original purchase was for a very large supply and lasted eight or ten years. When a new supply became necessary the cost had risen and the librarian did not feel the expense of reprinting justified. However, Mr. Harrison's comment on the above was as follows: "I was very sorry to have to do this for I really feel that individual end papers are distinctive and are worth while at any reasonable price." In order to have them harmonize with the colors of the bindings, the end papers of the Forbes Library were printed in four different colors: in blue, in pale buff, in soft sage green and in light brown.

One criticism which might be voiced in regard to the practicality of this design is that because the microscopic scale and the overcrowding of the pattern it does not provoke the attention of the reader. The details are not readily distinguished at a glance. However, the Forbes Library and Mr. Harrison are to be congratulated on being the first to introduce a distinctive end paper which serves as a mark of ownership especially at a period when libraries refused even to discuss such an original idea. *The British and Colonial Printers and Stationers,* in an article dated December 16, 1915, entitled "A Novel Public Library End Paper", prophesied that other libraries would soon follow its example.

While it is true that other libraries have taken up the idea of a distinctive end paper, these institutions can be counted on the fingers of one hand.

The end paper used by the Richmond Public Library, Richmond, Virginia, is a combination of an *ex libris* and a special end paper, since it has a standard sized book plate, bearing the seal of the city of Richmond and the inscription "Richmond Public Library" in a clear, large type. All credit for the design of this end paper belongs to Mr. Thomas P. Ayer, the librarian, and so it has cost nothing to the library, while the plate for the whole end paper was $25.



This End Paper Used By The Richmond, Virginia, Public Library Is A Combination Of An "Ex Libris" And A Special End Paper

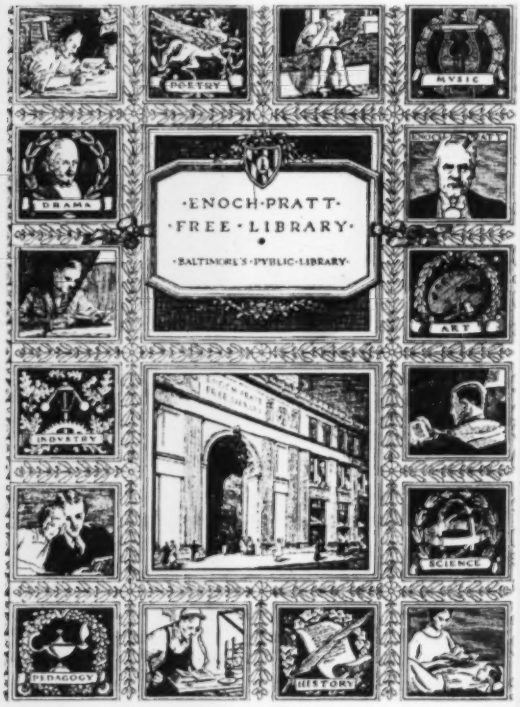
The book binders, being furnished with the plate, agreed to print this on the paper they regularly used without additional cost. Mr. Ayer believes that had the bulk of the library's binding been less and the binder been unwilling to do this free, a reasonable charge would not have exceeded two cents per book.

The only drawback to the end paper used by the Richmond Public Library is its size. It is unsuitable for quartos and folios. However, the reason for this is a desire to save money. To have had the end paper large enough for all books, might have made the original plate cost $50 instead of $25, and there would have been considerable waste of paper in trimming for the majority of the books to be rebound. The design, as it now stands, permits its being fitted best to an octavo. They allow a centering of the reproduced book plate on the front inside cover. This same end paper is also used for the back inside cover which makes the rebound book appear to have two book plates. While this may seem unusual and superfluous, to have had a special design for the back would not only have increased the cost of the end paper but also would have made the work of the binder more complicated.

In regard to the end paper used by the Enoch Pratt Free Library, the design was worked out by members of the Library Training Class in 1928 and 1929 and included a redrawing of several black and white drawings and photographs of people using books. After the layout was completed, Mr. Joseph L.

Wheeler, the librarian, turned this material over to Mr. Edwin B. Tunis, pen-and-ink artist, who made the black and white drawings. The cost for this fine artistic work up to the point of the engravings was $150.

Next, the library had zinc line engravings made in two sizes, namely 7⅝" x 10½" and 8½" x 11¼". The cost for these two engravings was $22.55. Last year, Mr. Wheeler secured a second-hand Kelly press which takes a form 17" x 22" and had end papers engraved in two additional sizes, namely 12½" x 18½" and 14" x 21¼". The engravings for these two additional sizes cost $61.08.



End Paper Worked Out By Members Of The Enoch Pratt Library Training Class In 1928 And 1929

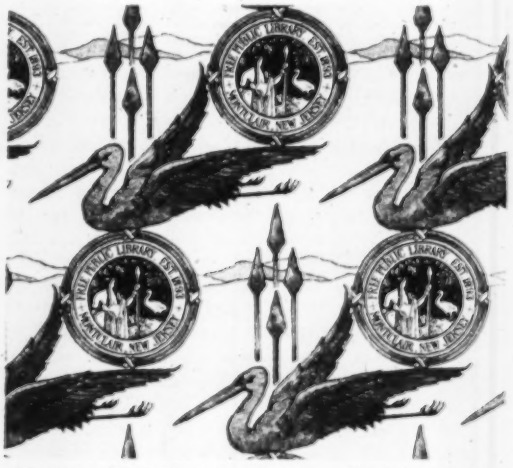
The end paper is designed with a wide band of small pattern at the margin, equal to the difference in the size of the next larger end paper. The object of this is to permit the binder to trim whatever is necessary off of each end paper to fit any particular book without cutting into the main picture design. The Enoch Pratt Free Library has printed approximately 8,200 of the smaller end papers and 4,100 of the two larger sizes. Cost 10½¢ a pound. The press work has been done almost entirely by emergency, volunteer, or C.W.A. workers and there is, therefore, no estimate of the cost of press work.

After having given the above technical and financial information, Mr. Joseph L. Wheeler adds:

"The main value of the end papers is the fact that they make a first-class-looking job and place an ownership mark in the book in such a way that it is almost impossible to eradicate it. They also save the time of placing in a library bookplate or even rubber stamping an ownership mark."

The end paper used by the Montclair, New Jersey, Free Public Library is a striking type of design. It is original in its concept and has movement and color and vigor; it combines harmoniously draughtsmanship, design and clarity of purpose; it enlivens the book in which it is found and thus enhances its attractiveness. The design reveals the seal of the Town of Montclair, a Watchung Indian holding a spear in one hand and a crane in the foreground. These three figures represent the three sections of the municipality, formerly known as Watchung, Speartown and Cranetown.

In 1922, Mr. Harry L. Gage, trustee, and Miss Margery Quigley, librarian, decided to design an attractive end paper to be used in rebound books. It was thought that it would be useful to have a special end paper which would more clearly identify books as library property, and which would add to the attractiveness of the books. While it was foreseen that



An Attractive End Paper Used In All Rebound Books In The Montclair, N. J., Public Library

it would be slightly more expensive for the library to use a specially designed end paper than an ordinary white end paper, the book binder agreed to give a special allowance for the library's end paper. It was considered an advantage to make and print an end paper of a quality strong enough to stand the wear and tear of a circulating copy.

The next step taken by Mr. Gage, who acted on behalf of the Montclair Free Public Library, was to write to Mr. William Rademaekers to find out: (1) the proper maximum size for the printed sheet; (2) the stock best suited for the purpose (mill brand, size and weight) and finally, (3) the difference in the price of rebinding in case the library should furnish such end paper.

Mr. Rademaekers pointed out in his answer that he could make an all-over lining for the book without showing the linen guard, if the sheet was printed so that two cuts were butting each other. It was estimated that the difference in the cost of making the linings, if the library supplied the paper, would be a saving of about one cent per book. In regard to the design being kept square in the book, it was explained

that this was feasible. Mr. William Rademaekers further wrote:

"The general make-up of the design and paper is most attractive and by far the best I have ever seen for the use of library books, and it will, no doubt, add greatly to the attractiveness of the Montclair Library books."

The National Process Company, New York City, received the order to print 5,000 end leaves size 9 by 12 on #82, end leaves in olive brown ink. The original cost was $115, while re-runs of 5,000 were estimated at the cost of $60 per reprint on the scale of prices in effect October, 1933. The finished end papers are sent by the Montclair Library to the binder; they are sent in full size sheets, uncut, to enable the binder to make up the linings and to use them on any size book that may come from the library. This special end paper is now used on all rebound books of the Montclair Free Public Library to the satisfaction of both clients and institution.

The use of specially designed end paper is a departure from the practice of monotonous standardization; it offers an excellent opportunity to combine the decorative with the useful. The reasons for the adoption of an end paper suitable to the individual need and budget of a library are so practical, and the artistic side so intriguing, that it is to be hoped that it will become a general practice.

Interlibrary Loans

By DOWNING P. O'HARRA

Librarian, Southwestern College Library, Winfield, Kansas

COLLEGE LIBRARIANS in the middle west, as elsewhere, take the system of interlibrary loans for granted. We appreciate the splendid service that the larger libraries render by loaning their valuable books and periodicals. We are, therefore, somewhat surprised when we read of such libraries as the University of Nebraska, University of California, and Stanford University libraries instituting service fees.[1] Let us briefly examine the present situation regarding the interlibrary loan system and then consider a few improvements that we as librarians for the most part of smaller colleges can make toward an improvement in this valuable phase of library service.

Two distinct types of interlibrary loan service have developed in this country. The first relates to the lending of valuable and costly books and periodicals to scholars doing serious research in important fields. The Library of Congress and Harvard are concerned mostly with this type of interlibrary loan work. The Library of Congress will not as a rule loan books to graduate students because, according to Mr. Ashley of the Library of Congress, serious scholars expect to find the books they want on the shelves. If many of these are in circulation to graduate students, the more important user would be sacrificed for the less important user. He also states that the extension of the system to include graduate students would add too great a burden upon the library. He feels that such students should use the resources of the university and public libraries, and the Library of Congress should be only for the more serious scholars doing valuable research work,[2] and for members of Congress.

The second type of interlibrary loan service is that done by state libraries and state universities as well as public libraries to the smaller college and public libraries of the state in which they are located, although some, such as the St. Louis public library,[3] loan books extensively all over the country. By far the greater part of interlibrary loans are of this type. The rules are less formal, the time limit being more liberal and no proof being required that the books cannot be obtained locally. The books are not limited to the serious scholar but may be obtained for undergraduates, clubs, etc. Seldom is the requirement made that the books must be used only in the library building. Some of the larger lending libraries have found it necessary to impose service fees to borrowing libraries. The University of California has investigated the cost to them of interlibrary loan service and they find it amounts to $1.59 per volume to the lending library plus an equal amount to the borrowing library. This does not include an average transportation cost of 73¢ per volume.[4] The University of Illinois figures the cost at only slightly less per volume.

This high cost per volume is due to the large increase in the number of trivial requests for loans as well as to the amount of reference work necessary on account of incomplete or inaccurate citations. At Columbia University 60 per cent of the requests for interlibrary loan books are incomplete or inaccurate.[4]

The large increase in requests for loans is partly due to too great liberality in the rules. Many borrowing libraries do not charge the professor or students for whom the books are intended for even the transportation costs. This causes trivial requests to be made for material which the individuals would either buy or substitute some other books for, if they had to pay the cost of transportation. In one institution a professor requested 300 volumes in order to verify citations. If he had been required to pay the expense of transportation he would have either considered this

[1] LIB. JOUR. 58:791, 890, 996. Oct. 1, Nov. 1, Dec. 1, 1933.
[2] LIB. JOUR. 51:1013-19. Nov. 15, 1926.
[3] LIB. JOUR. 57:883-86. Nov. 1, 1932.
[4] LIB. JOUR. 57:887. Nov. 1, 1932.

not worth the cost or he would have visited the library in person at a later date.[5]

Another abuse of the system is the requesting of recent current books and inexpensive current magazines that could be obtained by purchase at little greater cost than to borrow them. Perhaps the lending libraries are to blame for this condition by a too liberal policy. College librarians should consider carefully all requests for interlibrary loans to see first if the book desired should not be on its shelves. In some cases it would undoubtedly be better to purchase the book than to borrow it. The larger libraries report a large increase in loans in recent years. Between 1909 and 1926 the Library of Congress increased its loans from 1,023 to 20,000. Between 1922 and 1931 the University of California increased its loans from 756 to 2,307. The John Crerar library from 184 in 1911 to 2,406 in 1931 and the University of Illinois from 124 in 1914 to 1,427 in 1932.[6] The small college library should help to end the abuse of asking for trivial publications or current books that can be readily obtained at small cost by purchase. This can be done by requiring the payment of transportation by the faculty member or student, and by seriously considering the purchase of the book if it is current and suited for the library.

Secondly, the small college library as well as all libraries that do much borrowing should give complete and accurate citations so that the lending libraries will not have to waste valuable time in searching. Too often the omission of the forename is the cause of much wasted time in searching for the correct entry. We should appreciate the feeling of the reference worker in the larger library who has to search for a book without the forename for we have to do this so much in the purchase of books since the forename of the author is so often omitted by members of the faculty. Every effort should be made by college librarians to verify author and title before requesting the loan of books from other libraries.

The verification of authors and titles is not easy and often impossible without the necessary bibliographical aids. Most small college libraries, however, cannot afford the expense of owning foreign bibliographical catalogs of books and so have to depend upon the accuracy of the citations as given them by the professor requesting the material. However, the librarian could request the faculty member to supply the source from which he obtained his data. In this way the citation could be checked by the librarian before the request is sent to the lending library. All college libraries should own the 1928 *United States Catalog* of all books in print plus its supplements. This includes all American books and the more important books by English authors and publishers. For recent out-of-print books the 1912 edition of the *United States Catalog* and its supplements is very valuable. For English books published previous to 1928 the *Reference Catalog of Current Literature* for 1924 and its supplements is valuable. The *Publishers' Trade List Annual* can hardly be considered an adequate substitute for the *U. S. Catalog* and its supplements because the name of the publisher must be known before an item can be located. Frequently, the person requesting a loan does not know the name of the publishers. The *United States Catalog* is also a subject index to all books in print as well as an author and title list. This is a help to anyone desiring a complete list on any desired subject. If the library owns the back volumes of the *Book Review Digest* the necessity of borrowing may sometimes be found unnecessary for the information regarding a book may be such as to indicate that the book is not what was wanted. Too often students and faculty are influenced by the title of a book and if they would first find reviews of the book they might find it not what they need at all.

Lending libraries also complain of the lack of system used by smaller libraries in keeping account of their interlibrary loans. This is perhaps due to the fact that most of us do not borrow a great many books at one time and feel that special files and records are not necessary. It is very easy, however, to forget to recall from a reader a book that is overdue unless a special record is kept.

Mr. Charles Harvey Brown, librarian of Iowa State College, in his book on *Circulation Work in College and University Libraries* lists the following interlibrary loan forms that are most used. These are as follows:[7]

For incoming loans:
- (a) Request slip, which is filled out by the patron requesting the loan. This slip is kept as a record by the borrowing library.
- (b) Request letter, which is sent to the lending library.
- (c) Acknowledgment which is mailed immediately on receipt of the loan.
- (d) Notice to patron that the book has arrived.
- (e) Shipping notice to inform the library that the book is being returned.

For outgoing loans:
- (f) Shipping notice to inform the borrowing library that a book is being sent.
- (g) Notice to requesting library that the volume cannot be lent.

Some lending libraries also send a notice when the books have been returned.

Miss Margaret Hutchins of the University of Illinois library states that the following record is kept of the books they borrow:[8]

> On one side of a card is given the name of the borrower, his address and telephone number and the title of the books he wants. Whether the cost of transportation is to be paid by the borrower or by a department is indicated. On the back of the card are spaces for the names of libraries addressed, the date the letter is sent, the date the book is received, the date the book is due back at the lending library, and the date the book is returned. The method of transportation is also indicated. Any special conditions stipulated by the lending library are also given.
>
> Until the book arrives this record card is kept in an alphabetical file of persons requesting loans. After the book arrives the card is placed in a date file. In a small college the date due file for library books could be used instead. After the book is returned the card is filed by name of the lending library and eventually is filed in a permanent file under author of the book requested, so that

[5] LIB. JOUR. 57:887-889. Nov. 1, 1932.
[6] LIB. JOUR. 57:887-889. Nov. 1, 1932.
[7] C. H. Brown, *Circulation Work in College and University Libraries* (p. 154).
[8] LIB. JOUR. 50:904. Nov. 1, 1925.

if this book is called for again the place to borrow it can be quickly learned.

Aside from these more or less mechanical routines for keeping better records, for using more care in the type of material requested, and in requiring the borrower to pay the cost of transportation the small college library can, I believe, contribute along other lines as well.

If we knew what special collections were contained in all the libraries of our state we could do more borrowing and lending from each other. We would not have to send out so many request letters without having any idea whether the library addressed has the books, or not. The U. S. Bureau of Education *Bulletin* no. 23 for 1912 called "Special Collections in Libraries of the United States" is valuable for telling where the important special collections are located. But it is largely out of date, and many smaller institutions not listed here have worth while special collections. They are not used extensively because they are not known. Isn't it about time the librarians of smaller institutions started thinking in terms of library service beyond the confines of their own four walls?

A few colleges have undertaken the compiling of union lists of periodicals or of important books. For example Pomona College of California in 1929 compiled a preliminary edition of a list of individual works of importance in a group of the colleges of California.[9] Mills College reports there is a union list of periodicals in the region near San Francisco.[9] Reed College has its cards filed in the Portland public library and these two libraries do a great deal of loaning to each other.[9] Colorado College reports that the Colorado library association is sponsoring a union list of periodicals.[10] In Maine a union list of periodicals in the libraries of Maine is being prepared by the University of Maine.[10]

Is it not practicable for the colleges of this section of the middle west to undertake an enterprise of this type? A union list of periodicals should be valuable for use in interlibrary loan work. A list of the important collections in the libraries of the middle west might also be of great value. The expense of compiling a complete author list of the contents of these collections might be undertaken at a later date, but the cost of compiling merely a list of the collections and the number of volumes in each should not be a very expensive undertaking. Such a list would aid both the borrowing and lending libraries. The lending libraries could refer borrowers to specific libraries in case it did not own the book desired. The borrowing libraries could determine more accurately in advance of writing for a book where it would most likely be found. Many of the smaller libraries might have to liberalize their rules about the circulation of bound periodicals and valuable books, but this would gradually occur as the advantages of the system would become better appreciated. Mr. Neu of the Library of Congress has outlined a plan for library organization that is calculated to aid library cooperation in the collection and use of research material.

[9] LIB. JOUR. 58:919, Nov. 15, 1933.
[10] LIB. JOUR. 58:920, Nov. 15, 1933.

1. The establishment of a clearing house or bureau for the co-ordinate distribution of books.
2. Such an organization might attempt a division of our libraries into regional library districts in the same manner as banking is divided into Federal Reserve districts. The book resources of each district would be a unit. With the aid of the Clearing House libraries within the district which desired to participate in the expansion would specialize in a certain branch of human knowledge. The selection of the speciality would be based upon the present content of the library, its purpose and locality. The library would then become the speciality library for that subject in the district and so co-operate with other libraries in the district in the development of their respective specialties that each district will in time become a self-contained library unit. The student or research worker would then be comparatively sure of finding his material in the speciality library in his district. The library would still function as a general library to serve its city or college.
3. Many books are so rare that a copy might not be obtainable for each district. Districts might be apportioned into six zones and the rarer books placed in an outstanding speciality library in each zone. Six complete libraries would eventually develop though the books would not all be in the same location and the expense of a superlibrary would be avoided.
4. The Librarian would become a specialist in the field in which his library was specializing. He would be familiar with the bibliography of the field and would be a valuable consultant to the worker. The general librarian like the old family doctor is a trustworthy and needed friend and counsellor but the complexity of modern research demands specialization.
5. Modern methods of duplication make the process cheap, if done in lots of 200 copies. The clearing house would be the logical agency for reproducing and distributing at cost such books as libraries would not lend. Books in certain fields, leaflets, instructive material, practically useless in isolation would be given up to acknowledged specialists.
6. Organization would obviate necessity for distant travel and unsuccessful searching and would gradually curtail cumbersome makeshifts of inter-library loan. Not only would it give students some degree of certainty that he can get what he wants within a few hundred miles, but at the same time it would improve conditions in poorer sections.
7. Clearing house would solicit duplicates from libraries and place them in districts which have no copies. It could also have a fund for the purchase of private libraries of high repute which frequently come upon the market as real bargains. Bibliographers abroad might ferret out such bargains. This would offer co-operative and collective buying at job lot prices and selective distribution. Once its service became known, the clearing house would probably receive bequests from donors who wished their books placed at best advantage.

Perhaps in the none too distant future some plan similar to the Neu plan will be placed in operation. But in the meantime we should start thinking in terms of library service that will make available the resources of the important books and periodicals in other libraries than our own, and for the accomplishment of this purpose each librarian may have to liberalize his library's rules regarding the important books on his shelves that cannot be easily duplicated elsewhere. More libraries of moderate size will have to install photostat equipment to reduce wear and tear on costly out of print books. A greater degree of coordination must exist between all libraries if the larger purposes of research and education are to be advanced.

American Library Institute Fellows Contributions—1933

By HENRY O. SEVERANCE

Librarian, University of Missouri, Columbia, Missouri

THE MEMBERSHIP of the American Library Institute remains at the same number, ninety-three, as it was in 1931; of this number, in 1931, sixty-three or 66 per cent published contributions; in 1932 there were eighty-nine; of which fifty-nine or 66 per cent made contributions. The number is now ninety-three; of this number fifty-three or 57 per cent have made contributions during 1933. Eleven Fellows were elected or re-elected in 1933; fifteen early in 1934; nineteen of whom had articles and books published during the year. The membership includes seventeen ex-presidents of the American Library Association, whose portraits appeared in THE LIBRARY JOURNAL.[1] They are: Bishop, Bostwick, Eastman, Hadley, Hill, Jennings, Keogh, Locke, Lydenberg, Meyer, Rathbone, Strohm, Richardson and Utley. In the sketches of "Librarian Authors", appearing in THE LIBRARY JOURNAL were the names of Adams and Ferguson. The Wilson *Bulletin*[2] contains a portrait and sketch of Stevenson; *Special Libraries* a sketch of Herbert Herbert O. Brigham; the *Bulletin of Bibliography*[3] published portraits and sketches of Locke and Strohm. Two of our Fellows were recipients of honorary degrees: Eastman receiving the degree from Mount Holyoke College and Ferguson receiving the degree from New York University. Wheeler was awarded a bronze medallion at the annual Civic awards luncheon for outstanding contributions to literature by the advertising clubs of Baltimore.

The contributions to the literature of the profession are of three types: (1) Books; (2) Articles contributed to journals, and to the *Dictionary of American Biography*; (3) Reviews of Books.

Books

Nineteen books written or compiled by Fellows were published; only three of these are contributions to non-professional literature. The complete list follows:

Bostwick, editor, *Popular Libraries of the World* (Chicago: A.L.A., 1933); Brown and Bousfield, *Circulation Work in College and University Libraries* (Chicago: A.L.A., 1933); Butler, *Check-list of Fifteenth Century Books in the Newberry Library and Other Libraries of Chicago* (Chicago: Newberry Library, 1933) and *Introduction to Library Science* (Chicago: Univ. of Chicago Press, 1933); Cole, *Index to Bibliographical Papers Published by the Bibliographical Society and the Library Association, 1877-1932* (Chicago: University of Chicago, 1933); Drury, *What Books Shall I Read?* (New York: Houghton, 1933) and "Books for Chapter House Libraries" compiled by a Committee consisting of F. K. W. Drury, H. L. Koopman, A. L. Bailey, for *The Circle of Zeta Psi*, 1933; Hicks, *Materials and Methods of Legal Research, with Bibliographical Manual*, 2nd. edition, revised and enlarged (Rochester: Lawyers Co-operative Publ. Co., 1933); Hill, *Early American Plays* (Stanford: Univ. Press, 1933); Locke, *Builders of the Canadian Commonwealth* with introd. by A. H. U. Calquhoun, 3rd edition (Toronto: Ryerson Press, 1933) and *Libraries in Canada* compiled by a Committee; Mudge, *Reference Books of 1931-1933;* third informal supplement to Guide to Reference Books, 5th edition (Chicago: A.L.A., 1934); Richardson, *A Union World Catalog of Ms. Books Preliminary Studies in Method* (New York: Wilson, 1933); Stevenson, compiler, *Great Americans as Seen by the Poets* (Philadelphia: Lippincott, 1933) and *Coast of Enchantment* (London: Hutchinson, 1933); Utley, editor, *Handbook of the Newberry Library*, 1933; Van Patten, *An Index to Bibliographies and Bibliographical Contributions Relating to the Work of American and British Authors 1923-1932* (Stanford Univ. Press, 1934); Wallace, *Memoirs of the Right Hon. Sir George Foster* (Toronto: Macmillan, 1933); Williamson, joint compiler, *Who's Who in Library Service* (New York: Wilson, 1933); Wroth, *American Bookshelf of 1755* (Philadelphia: Univ. of Penn. Press, 1934).

Anyone who is familiar with the specifications of the editor of the *Dictionary of American Biography* knows how difficult it is to write an acceptable sketch for that excellent work. It is a pleasure to record twenty-one sketches by eleven Fellows in the current volumes 10-13. The list as follows:

Adams—Charles Lee—v. 11; Ashley—Woodbury Lowery—v. 11; Barnett—Benjamin Pierce Johnson, John Johnston, John Hancock Klippart and Seaman Asahel Knapp—v. 10, William Gates Le Duc—v. 11, Mrs. Mary A. Bryant Mayo—v. 12, Isaac Newton and Arminius Oemler—v. 13; Hicks—James Kent and Ephraim Kirby—v. 10; Lydenberg—James Lenox—v. 11 and Sidney E. Morse—v. 13; Paltsits—Francis Lovelace—v. 11 and Benjamin Mecom—v. 12; Shearer—John Lacey—v. 10 and Joseph Nelson Leonard—v. 11; Utley—Walter Loomis Newberry—v. 13; Walter—Herschel V. Jones—v. 10; Wheeler—Brantz Mayer—v. 12; Wroth—William Nuthead—v. 13.

[1] LIB. JOUR. 58:841-843. Oct. 15, 1933.
[2] Wilson Bulletin. 7:509. Apr. 1933.
[3] *Special Libraries*. 15:1, 15:41. May-Aug., 1933; Jan.-Apr., 1934.

Articles In Journals

The articles in journals number 107; a majority of them are real contributions to the literature of our profession:

Bay—"Data on Learned Societies", *A.L.A. Bulletin* 27:47 and "The Spiritual Survival of Melvil Dewey," *A.L.A. Bulletin* 27:137; Bishop—"Annual Address of the President", International Library Committee. Actes du Comité International des Bibliothèques, 6me session, Chicago, *Publications* 5:13-20, Oct. 14, 1933, "Confusion in Library Training Agencies", LIBRARY JOURNAL 58:510, "Cooperation of the University Library", *Journal of Michigan Schoolmasters' Club* 23, 1933, "German Periodical Prices" (editorial), LIBRARY JOURNAL 58:976, "Recataloging and Reclassification in Large Libraries", *A.L.A. Bulletin* 28:14, "Some Newer Responsibilities of American Librarians", *Zentralblatt f. Bibliothekswesen*, 50, 1933, "The Status of Library Schools in Universities", Association of American Universities *Journal of Proceedings* 35:124, "Tribute to R. R. Bowker", LIBRARY JOURNAL 58:1008; Bostwick—"Borrowing and Buying", *Publishers' Weekly* 124:2022, "China Has Trained Librarians", LIBRARY JOURNAL 58:511, "The Library's Place in a Changing World", LIBRARY JOURNAL 58:5, "Leisure Program at St. Louis Public Library", LIBRARY JOURNAL 58:593; Brown—"Bringing the Periodical Situation Up to Date", *A.L.A. Bulletin* 27:379, "Discussion on German Periodicals", LIBRARY JOURNAL 58:978, "German Periodicals in American Libraries: deflation or extinction", LIBRARY JOURNAL 58:525, "A Summary of reports of Iowa State College Library July 1, 1923-June 30, 1933, with an outline of possible lines of development", Iowa State College *Official Publications* 32, no. 4; Compton—"Building a Defense for Libraries", *A.L.A. Bulletin* 27:126, "Interpretation and Use of Salary Statistics", *A.L.A. Bulletin* 27:241, "Salary and Employment Conditions", *A.L.A. Bulletin* 27:12; Currier—"Government Documents, Printing and Distribution", LIBRARY JOURNAL 58:167; Dudgeon—"Leisure Program at Milwaukee Public Library", LIBRARY JOURNAL 58:594; Ferguson—"Libraries and National Recovery", *A.L.A. Bulletin* 27:494 and "Presidentially Speaking", *New York Libraries*, Aug., 1933; Flexner—"Readers' Adviser Meets the College Graduate", *A.L.A. Bulletin* 27:18; Gerould—"America's War Debt Policy", *Current History* 37:715, "War-Debt Negotiations", *Current History* 38:73, "Disarmament and Treaty Revision", *Current History* 38:147, "War-Debt Controversy", *Current History* 37:585; Hadley—"Leisure Program at Cincinnati Public Library", LIBRARY JOURNAL 58:595 and "Tribute to R. R. Bowker", LIBRARY JOURNAL 58:1011; Hanson—"Amerikansk og Europeisk Bibliotheksvesen. Steiflys og Sammenligninger". *Overbibliothekar Wilhelm Munthe. Pafemtiarsdagen*, Oct. 20, 1933, pp. 286-292, "Bibliography and the National Library", *Library Quarterly* 3:195-199, "Dr. Simon Gunnerius Gill", *Nordmannsforbundet*, XXVI:118-119, "Norgesdagen og Utstillingen", *Decorah posten*, July 18, 1933. Reprinted in *Scandia*, a Chicago weekly, "Til min barndomskammerat, Erik Frydenlund. Nogle erin dringer", *Valdres*, Feb. 14, 1933; Hazeltine—"Library School of the University of Wisconsin"—a series of articles, *Wis. Library Bulletin* 29:21, 40, 96, 127, 153, 176, 228, 248; Hicks—"The Law School", in Raney, M. L.: *The University Library*, Chap. 13; Hill—"R. R. Bowker Sketch", LIBRARY JOURNAL 58:1010 and "Research at the Huntington Library", LIBRARY JOURNAL 58:540; Hirshberg—"Four Library Buildings", *A.L.A. Bulletin* 27:732; Jennings—"Katherine Dame", LIBRARY JOURNAL 58:949; Koch—"The Browsing Room in the Charles Deering Library", *Northwestern Univ. Alumni News*, March 1934, "The Charles Deering Library, Northwestern University", LIBRARY JOURNAL 58:189, "Library Chairs and Reading Tables", LIBRARY JOURNAL 58:293, "New Light on Old Libraries", *Library Quarterly* 4:244; Keogh—"Bishop Berkeley's Gift of Books to Yale in 1733" and "Saertrykk av Overbibliotekar Wilhelm Munthe pa 50-arsdagen 20. Oktober 1933. Fra fagfeller og venner." Oslo, Grondahl & Boktrykkeri, 1933. p. 128-147; Koopman—Editorials in *Providence Journal* and "Trailing of Thoreau of Katahdin", *Providence Journal* Sept. 17, 1933; Leupp—"Approval of Currier's Suggestion", LIBRARY JOURNAL 58:512; Lomer—"Bermuda Library", LIBRARY JOURNAL 58:537; Lowe—"Architectural Planning of the American College", LIBRARY JOURNAL 58:782 and "Morale in Library Service", LIBRARY JOURNAL 58:11; Lydenberg—edited "Archibald Robertson: His Diaries and Sketches in America", *New York Public Library Bulletin* 37, "Basis for a Citizens Platform", *A.L.A. 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Webster, "First English Translation of the Geography of Claudius Ptolemy", *New York Public Library Bulletin* 37:255, "Journal of Robert Rogers the Ranger, his expedition for receiving the Capitulation of Western French Posts", *New York Public Library Bulletin* 37:261; Ranck—"Sources of Revenue in Current Problems of Public Library Finance" chap. 2. A.L.A. 1933, "Canoeing", LIBRARY JOURNAL 58:644; Rathbone—"A Postscript", *Pennsylvania Library Journal* Jan. 1933, "A Study in Reading", *A.L.A. Bulletin* 27:501, "Librarianship" a chapter in Filene, E. A. *"Careers for Women"*, Bos-

ton, Houghton, 1934; Reece—"Recruiting for Library Service" (committee report) *A.L.A. Bulletin* 27:185, "Work Contacts for Library School Students", *Library Quarterly* 3:170; Richardson—"The Proposal to Coordinate Committees Concerned in the A.L.A. Plans for Research Library Service. Washington, January 1933", "Cooperative Cataloging and the Committee on Bibliography" A reply. Washington, April 1933, *A.L.A. Bulletin* 27:301, "The Use of Printed Cards in Cataloging" Princeton University practice, 1890 to 1920. Washington, August 1933, "Project 12A: Recataloging 1300 Titles in Religion", Washington, October 1933, "World Collections of Manuscript Books". Specimen pages. 1933; Severance—"Contributions of the A.L.I. Fellows 1932", LIBRARY JOURNAL 58:596, "The Irion Library University of Missouri", LIBRARY JOURNAL 58:171, "Periodicals in College Libraries", *A.L.A. Bulletin* 27:750; Shearer—"The Church, the School and the Press", *New York State History* edited by A. C. Flick, v. 3, chap. 2, "Opportunities for Young People" (in library work) *Buffalo Times* June 8, 1933; Thompson—"Conservative Altruism", *Penn. Lib. Notes* 13:301, "The University of Pennsylvania Library", *Penn. Lib. Notes* 13:47, Editor of, University of Pennsylvania *Chronicle*; Tisserant—"Philoxene of Mabbogh", *Dict. de Théologie Catholique* fasc. 106-107, "What the Preservation of the Records of Scholarship Means to Changing Civilization", LIBRARY JOURNAL 58:959; Walter—"Division of Library Instruction" (Minnesota) *U. of Minn. Library Notes and News* 10:169, "How to be Happy Though an Unemployed Library School Graduate", *U. of Minn. Lib. Notes and News*, June 1933; Wheeler—"Baltimore's New Library Building", LIBRARY JOURNAL 58:386 and "Sixty Educational Books of 1932", *N.E.A. Journal* 22:117; Wilson, L. R.—"The Development of Research in Relation to Library Schools", LIBRARY JOURNAL 58:817, "Proposals submitted to the American Library Association for Study and Investigation", *Library Quarterly* 3:399, "The Reader Receives New Consideration", LIBRARY JOURNAL 58:353, "The Service of Libraries in Promoting Scholarship and Research", *Library Quarterly* 3:127; Wroth—"Format and Sizes", *The Dolphin a Journal of the Making of Books* 1:81-95.

Book Reviews

Book reviewing and the reading of reviews come within the field of a librarian's activity. Book reviewing is an art. The librarian who is successful in writing good reviews renders an excellent service to the public and to the profession. Eighteen Fellows wrote thirty-seven reviews during the year. Merrill leads the list with five reviews; Hanson and Van Hoesen four each; Shaw three; Butler, Flexner, Hirshberg, Reece and L. R. Wilson two each, the others one each:

Bostwick—*Melvil Dewey—Seer—Inspirer—Doer*, compiled by G. Dawe, LIBRARY JOURNAL 58:82; Butler—*The Rockefeller McCormick New Testament*, *Library Quarterly* 3:208, *Philobiblon*, *Library Quarterly* 3:325; Ferguson—Hewitt, R. R.: *A Summary of Public Library Laws*, LIBRARY JOURNAL 58:494; Flexner—Herring, J. W.: *Social Planning and Adult Education*, *Occupation* 12:76, Sharp, L. R.: *The Readers Guide to Everyman's Library*, *Library Quarterly* 3:121; Gerould—Drury, Gertrude G.: *The Library and Its Home*, *Library Quarterly* 3:430; Hadley—*Library Literature* 1921-1932, *A.L.A. Bulletin* 27:533; Hanson—*Fifty Jahre Zentralblatt fur Bibliothekswesen*. Erstes heft des Jubilaums Jahrganges, *Library Quarterly* 3:328, Folwell, Wm. W.: *William Watts Folwell: the autobiography and letters of a Pioneer of Culture*, *Library Quarterly* 3:321, *Norvegica 1883-1933*, *Library Quarterly* 3:322, *A Novel Departure in the Formation of a Systematic Catalogue*, a review of Trebst Studien zur einer Sackkatalogisierung, *Library Quarterly* 3:421; Hirshberg—Brown and Bousfield: *Circulation Work in College and University Libraries*, *Journal of Higher Education* 4:453, Shaw, C. B.: *List of Books for College Libraries*, *Journal of Higher Education* 4:217; Koch—Gillet, Charles: *Burned Books*, *Library Quarterly* 3:446; Leupp—Brown and Bousfield: *Circulation Work in College and University Libraries*, *A.L.A. Bulletin* 27:198; Lydenberg—*Bomer Karl International Bibliographie des Zeitungswesen*, *Library Quarterly* 3:318; Merrill—"Colon Classification", a review of Ranganathan *Colon Classification*, LIBRARY JOURNAL 58:782, *Directory of Libraries Chicago Area*, *Mid-America*, 1933, Foreman, Grant: *Indian Removal*, *Mid-America*, July, 1933, Holland, R. R.: *The Kinsington Stone*, *Mid-America*, Jan. 1933, Sohagun, Fay: *A History of Ancient Mexico*, *Mid-America*, 1933; Munn—*Libraries in Canada*, LIBRARY JOURNAL 58:548; Reece—Butler, Pierce: *Introduction to Library Science*, LIBRARY JOURNAL 58:748, Sawyer, Harriet P.: *The Library As a Vocation*, *Library Quarterly* 3:429; Shaw—Reeves, Floyd & Others: *The Liberal Arts College*, *Library Quarterly* 3:117; Shearer—*American Book Prices Current 1931*, *1932*, *Library Quarterly* 3:108, Morris, Richard B.: *Historiography of American 1600-1800*, *Library Quarterly* 3:448, Pasquier, Abbé Emile & V. Dauphin: *Imprimeurs et Libraries de l'Anjou*, *American Historical Review* 39:166; Van Hoesen—Cowley, W. H.: *The Personnel Bibliographical Index*, *Library Quarterly* 3:111, *List of Serial Publications of Foreign Governments 1815-1931*, *Journal of Modern History* 5:395, Pinto, O.: *Repertori Bibliografici Nazionali*, *Library Quarterly* 3:309, Ullman, B. L.: *Ancient Writing and Its Influence*, *Library Quarterly* 3:320; Walter—Butler, Pierce: *Introduction to Library Science*, *Library Quarterly* 3:434; Wilson, L. R.—Landis, B. Y. and Willard, J. D.: *Rural Adult Education*, *Library Quarterly* 3:449, Wilkins, E. H.: *The College and Society*, *Library Quarterly* 3:218.

In closing this report I wish to express my appreciation of the cooperation of the Fellows in furnishing lists of their literary activities. Very few of my requests for information were unanswered. The compiler hopes that the publication of these lists may stimulate Fellows to a greater productivity.

An Experiment In Integrating: A Practical Project In The Library School Curriculum

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A HOLD-OVER from training school days faces many library school faculties in the requests which come to them to do this and do that for first one well meaning person and then another. Sometimes there is some value in the suggested project, but it is out of proportion in the time required for the advantage gained. If all such requests were granted, there would be no time left to give the course the content which it demands and the school would soon be a training class in fact, if not in name. On the other hand the library school faculties face the criticism that their courses are too theoretical; students are told ideal ways to meet ideal situations, whereas when they go out into positions they will meet with more realistic conditions and will not be prepared to cope with actual circumstances.

The following experiment seems to have possibilities of answering the criticisms on the one hand and of avoiding the too great demands on the other. It originated in a Summer Quarter course at the University of Virginia. Mr. Harry Clemons, the librarian and director of the summer courses in library science, suggested as a project for Field Work that the books from the library of a private school for boys be brought to the University and there prepared for use. This suggestion was made primarily because there were no school libraries in which practice work could be done during the summer term. The plan met with the entire approval of the teacher of the course in Field Work[2] and, upon further consideration, the plan began to grow until it included most of the library science courses offered during the summer quarter.

The private school concerned offered both elementary and secondary courses and its library contained, at that time, about 500 volumes. These books had no marks of ownership, no kind of charging equipment, had not been accessioned, nor was there a shelf list of them. No one person had been in charge of the collection.

The number of books contained in the library made it impossible to make the cataloging of the books a part of the course in Field Work (applied Records and Methods) so it became a project for the second term of cataloging; the question of discarding and of suitable additions to the collection became a project for the course in Adolescent Literature. The mechanical preparation of the books for the shelves remained in the Field Work course, and additions to the reference books were considered by the Reference class.

At the University of Virginia the students who register for courses in library science are, for the most-part, students who come from school library positions and who return to those positions. This means that they have had some library experience and they may have had from one to four or five courses in library science. They are trying to complete the requirements set up by the Southern Association of Colleges and Secondary Schools. They are somewhat more mature than first year students in some library schools. The classes vary in size from six or eight to twenty-five or thirty.

Mr. Clemons made the arrangements with the private school to bring the books to the library. They arrived by truck the second day of the session. They were packed in cartons with no attempt at arrangement. They were deposited in the Field Work laboratory, an improvised work room with ample shelf space, tables, chairs and typewriters. A preliminary sorting of the books was made into general subject groups: travel, biography, history, fiction, animal stories, etc. This was done by the cataloging instructor (who was later to have the Field Work course) with the help of some of the students. Since the course in Adolescent Literature was not to be given until the second term of the quarter, the discarding was done jointly by the teacher of Cataloging and the teacher of Book Selection. A list of materials needed for the preparation of the collection for use and a list of samples of such materials for students was made and ordered. The head of the private school for which the books were being prepared was glad to pay the actual costs of supplies in order to have the work done under supervision. He did not, of course, pay for the work.

In each subject group the books were arranged alphabetically by author. Typed lists were made of all the books within each subject group. This had various advantages. First it provided a check list by which one could make sure that the books sent to the University were returned to the school. Second, the check list made easier the division of work into class assignments. In any well organized cataloging department it is considered an advantage to divide cataloging by subject so that when the assistant is thinking in terms of classification her mind does not have to jump constantly from the 100 group to the 900 group and then to the 300's and back again. The list of books in each group was typed on a separate sheet or sheets: e.g., travel books did not fill a page but nothing else was placed on that page. In the Book Selection class, where the additional titles were to be chosen by subject, copies of these lists of books already in the collection were given to students. One

[1] Visiting instructor, University of Virginia, Summer 1931, 1932, 1933.
[2] The author.

student chose additional titles to be added to the group of travel books, another, titles to be added to the history group, etc. The teachers also found the lists useful. After discarding, there were 471 volumes, some of which were necessary and desirable duplicates.

The cataloging class had seventeen students. This was their second course in cataloging—otherwise the project could not have been undertaken. Individual problems are a distinct advantage. When a student knows that the cards she is making are to be used, not just graded, she works with more care and zest. The students looked up Library of Congress card numbers, decided as a class on a formula which would be adequate for this library, arranged the L.C. numbers, typed the order for cards and sent it. The order was made on the teacher's personal deposit at the Library of Congress to prevent any confusion with the regular University Library orders for cards. This order was for cards for non-fiction books. While waiting for the cards to come, the students typed cards for the fiction books. This gave them some practice both in typing cards and in adapting L.C. cards. There was the problem of verifying authors' names and of making subject cards for certain types of stories such as school stories, animal stories and historical fiction.

When the L.C. cards arrived, classification numbers were compared with those which the subject headings on the cards indicated would be satisfactory. The Decimal Classification was used and classification numbers were carried out only as far as they are carried out in the abridged edition of Dewey. Subject headings on the cards were compared with those in Sears' *List of Subject Headings* and changes were discussed with the teacher who acted as head of the catalog department for the entire class project. Analytics were made for books needing them. Since accession numbers had not been assigned, shelf cards were marked with an S in the lower left margin to distinguish them from main cards. The class had decided to use unit cards for shelf cards so that the shelf list would be a more useful classed catalog and aid in future cataloging. The books were given a process mark (class number and initial of the author) to show that they were cataloged. Since the library contained less than 500 volumes the class decided not to use Cutter numbers and not to classify fiction in English.

Each student arranged her cards alphabetically and then gave all the letter "A" cards to one student, "B" cards to another, etc. Thus each one had enough cards in one letter to make a real problem in alphabeting. The shelf cards were given out by "hundreds" and arranged by call number. Since 139 volumes were fiction and several of those were duplicates the total number of catalog cards made was not very great: 1840, including shelf list and reference cards. "See" reference cards were made as needed, but since the library was likely to remain in charge of an untrained person "See Also" cards were used very sparingly. Four hundred and seventy-one volumes were cataloged.

The Field Work class met the second term and had nine students. The supplies, to be used in preparing books for the shelves, were all on hand as the second term consists of five weeks with classes meeting every day six days in the week. This made it impossible to wait for the class to make out the order for supplies although that would have been desirable, if it had been possible. The class began with the books just as they were. Entry of purchase could not be made as no record of cost or source of books was obtainable. First the books were accessioned; next the class put in marks of ownership and simple card charging equipment. Then the books were marked on the outside. Lettering ink was used instead of an electric stylus as many of the schools in which these students would work would not have the electricity nor the money to buy a stylus. The books were then shellacked. Accession numbers were added to the shelf cards. Books were then arranged on the shelves as though they were in their permanent home. The students registered as borrowers of the library and took turns being librarian, charging out books, filing book cards, slipping returned books and computing fines and statistics. Every student carried each operation to completion enough times to fix the processes in her mind. And there was still enough time to include other essential procedures—which were not included in the project. Inventory was taken to learn how it was done and to see if any books which were cataloged had been lost in the later handling of the books. Any books needing mending were withdrawn from the shelves at this time and mended. Posters were then made to be used in advertising different classes of books when school opened in the fall.

The Book Selection (Adolescent Literature) class had, as its last problem for the term, the selection of books to supplement the collection in each subject group. Each student was given one group and asked to make a supplementary list with trade items complete. These lists were passed on to the school principal. This class found that the collection was a bit top heavy in books of religion: a total of thirty-three volumes including several books of sermons. These did not include, however, thirteen volumes in the conduct-of-life group. The large number of books in religion was accounted for by the fact that the principal of the school had at one time been a Y.M.C.A. worker and the books were from his private collection. While the Book Selection class would not have chosen so many books in this subject it seemed expedient not to discard them. About thirty books had been discarded from the total collection. (On the whole the books were well selected for a school library. Mr. Clemons was a member of the Board of Trustees of the school.) The discarding, which had been done at the beginning of work on the project, was discussed by the class.

Students in the Reference course found a great lack of reference books. It is rather unusual not to find several sets of encyclopedias but this school was new and the only encyclopedia was a new edition of *Compton's Pictured Encyclopedia*. There were three good historical atlases and Fernald's *English Synonyms*. That was all. The Reference class had, as its

final problem, the selection of additional titles for immediate purchase by the school.

The class in School Library Administration discussed the quarters which were to be used for the library, but did not draw plans for remodelling for these reasons: the school was not near enough to the university for class visits to be arranged easily; there was no possibility that any suggested changes could be made; and most of the students had libraries of their own and were anxious to make plans to remodel them since there was considerable possibility that those plans would be put into effect.

The last work was completed, the books were repacked in cartons and taken back to the private school. The teacher of Field Work and those of the students who could provide their own transportation went to the private school, arranged the books on the shelves with the help of the private school instructor who was to be teacher-librarian (untrained) of the library in the fall. The catalog was filed in its new case. The principal of the school had been glad to buy a regular wooden catalog case of two drawers. He also bought a neat charging tray since, instead of a regular charging desk, a small table was to be used by the person in charge of the library. The class explained to the teacher-librarian the simple card charging system which had been installed, and demonstrated to him the use of the catalog in finding material on a subject and by author and title. The posters were duly admired and put away to use when the boys returned to school and the project was finished. (The suggested lists of books for purchase had been given to the principal before this visit.)

In reviewing the experiment one notices a number of factors which, if changed, would make possible a more satisfactory project.

1. If all classes had been in progress at the same time, the work could have been done in more logical sequence. The Field Work class would have had books first of all to accession, mend and prepare for the shelves. (The Book Selection class could not have done the discarding at the beginning of the term in any case as they had to have the course before knowing how to deal with the problem.) The Catalog class should have followed the Field Work class and would have found the books accessioned.
2. If the courses had been given for a full quarter instead of being made up of two terms, the Field Work class could have selected and ordered the supplies for the collection. As it was, the matter of supplies was discussed and then when the class had decided on what was needed, the materials were produced without waiting for the order to be written and filled. If the class had decided on different supplies, it might have been awkward.
3. The Cataloging class needs to be quite large in order to get both the individual problems which the project gives and also have time to insure that they get practice in every kind of entry. If they have too many volumes to do, they do not always get every type of entry and there must be some time to devote to drill on these types. A collection, as small as this one even, will contain some examples of all kinds of cards but each person does not do all of the books. If there were more time, all books illustrating certain cataloging problems could be done by all of the students and the best cards then be used for the catalog.
4. The instructor of Field Work and Cataloging should have a reviser as individual work takes a great deal of time in conference and in revision. It would not be practicable to have reviser's copy for each book, but the instructor could revise the main card and the reviser could revise from that. The reviser should be able to revise accessioning, book cards, and book pockets without copy.
5. Although this does not affect the immediate success or value of the project, the benefits would have been more lasting if the person who was to have charge of the school library in the fall, could have been a member of the class carrying out the project, or have had some previous library training.

The students enjoyed the feeling that the work was to stand and not simply be graded. It was much more worth while to do a workmanlike piece of work. The situation was the kind in which the students would find themselves for many of the libraries from which they come have neither charging system nor catalog. It was possible to do a thorough piece of work with less waste of time and energy than it would have taken to go to some library and reorganize it.

The size of the library school would make a difference in the way the work could be undertaken. If a school were large, there should be a separate project for each section. However, unless the classes are fairly large (ten to twenty or twenty-five), the project tends to become apprentice work and defeats its own object. If the students were entirely inexperienced, it would make the project more difficult. Students must, of course, have had some training before such a project is undertaken. The most satisfactory time to undertake this work is in a summer quarter. School libraries are closed and are glad to send their books to the institution to be cataloged and prepared for use as they are not needed for pupils at that time. It is good publicity for both private and public schools to have well organized libraries and for this reason alone many would be glad to furnish the material for a project. It makes it possible for the librarian going into a school system to have much more time for work with students when the technical work is finished for the major part of the collection (she will have to do the current accessions, of course). Most schools will be more than willing to pay the actual cost of supplies and of any equipment purchased but, if there were very little money in the school, it might be worth while for the library school to share the expense in order to have the advantage of this type of work. It might be of more value if the library school were to attach some sort of strings to the project, e.g., undertake it only for a school which would agree to employ, after the work is complete, at least a part time librarian with a minimum of training.

THE LIBRARY JOURNAL

November 15, 1934

Editorial Forum

Functional Architecture

FROM EVERETT, Washington, comes a neatly printed brochure commemorating the recent dedication of the new building of the Public Library. Founded through the efforts of the Woman's Book Club in 1894, when the city was but three years old, it was presented to the city in 1896, received a $25,000 Carnegie building in 1903, and on October third, last, opened a plant costing about $110,000. The interesting point is that the bulk of the funds, coming as a bequest of a former resident, not to the library but to the city "for the benefit of the city", was not used to build some community something-or-other, but a library which, of all community institutions, is the most communal, except the schools. It is a fitting tribute to the spirit and tradition of the community, and the work of Mabel Ashley, the librarian.

It is safe to predict the fulfilment of hope expressed—that the "new Library Building and its modern facilities will be widely used for the dissemination of a broader culture among the residents of Everett and its vicinity"—in the light of its history and its architectural plan as given in a brief description. Apparently, too, much attention has been paid to site and exterior—red face brick, with terra cotta trimmings and marquees faced with aluminum. This impression is well substantiated by the entrance pictured on the cover which gives a distinct sense of welcome. Particularly commendable are the lights on standards—a relief from brackets and lamps embedded in the wall. It is further safe to assume that, throughout the building are those developments that make the library more functional.

Invocation—and dedication—to service is not new in the library field, but it seems to become either more specific or more articulate as the years go by,—articulate in statement, in organization, and in plans of buildings. It may be simply the result of pressure of efficiency, but one prefers to think of it as something larger. What the library will be in fifty years makes food for idle conjecture; no one knows what the organization of society will be in fifty years. But it is reasonable to assume that the library will be playing its part, aided by undreamed-of developments in functional architecture. The easy access to books —or films—in new and beautiful buildings will be a part of the art of living.

This function is no less apparent in the college. It is easy to say that we have been doing this or that for a long time when some idea is presented as an innovation. Perhaps we have—though seldom consciously. There were those who were not seriously impressed by the rather noisy espousal of the Adult Education movement by the Association at Saratoga in 1924. Yet, if one were asked to name the one factor that has proved a sustaining advantage and "talking point" during the depression, it would probably be this almost over-conscious phase of library work.

It is, therefore, interesting to note at least new statements in the enunciations of President Harold W. Dodds in his plans for the new Princeton Library, as reported in the New York *Times* recently. Such phrases as "social library," "'humanistic' library," even "humanistic laboratory" appear. Student needs have long been in the foreground, with such developments as "Required Reading" rooms, and pleasant browsing rooms for the (possibly) book-shy, but a really conscious effort to do anything more than to supply books—and a lounge—for faculty has not been generally apparent. President Dodds pictures the institution as "a workshop which will be a community center of the kind a university should have, a place where men may read, discuss, think, and—when they are ready—write." It will be interesting to see architectural interpretation of such a dream.

It is not such a far cry from Everett to Princeton as may first appear in this consideration of the two buildings. Everett is a city with children who are being made happily library-conscious, and Princeton is a university with a faculty who are to become happily library-conscious. Who can say what contribution these two beautiful, efficient buildings may make to future welfare and well-being?

——KARL BROWN

A Measuring Stick For Shelf Space

IN VIEW OF all the misapprehension and misunderstanding that has existed in regard to the storage capacity of bookstacks it seems strange that an authoritative unit of measurement has not long ago been established. The lack of such a unit has all too frequently led into serious trouble. In many a new library building the book accommodation has all too soon been found insufficient because it was determined by allowing seven shelves in the height of each tier and seven or eight volumes per lineal foot of shelf. This has been accentuated by an inadequate allowance for future growth which has generally been figured at the average rate of increment over past years instead of at an ever-increasing rate, following in most cases a geometrical ratio. Librarians themselves have realized that almost every shelf in an active library must have space to receive accessions if the established classification groupings are to be followed and that oversize books make seven shelves per compartment face frequently impossible. However, due to the uncertainty as to what allowances should be made for these factors, the allowances have generally been insufficient or non-

existent. This has been particularly true when pressure to keep within an appropriation has fostered overly optimistic ideas as to how tightly books could be squeezed. The creation of the "Cubook" is, therefore, most fortunate.

Stack manufacturers should unanimously welcome the introduction of a definite measuring stick for their product. They have heretofore had to work under too much uncertainty and unsupported responsibility. Speaking for one of them, Snead & Company, the writer wishes to give a hearty endorsement to Mr. Henderson's "Cubook" and to hope for its early and universal adoption.

Since the proportion of octavos, quartos and folios in the book collections of some libraries will differ materially from the typical collection on which Mr. Henderson's calculations have been based, it is to be hoped that he will shortly work out and publish correcting factors that can be applied to fit special cases. It would seem possible for these correcting factors to require but one or two multiplications in order to translate the standard "Cubook" capacity into the special capacity for any particular library.

Misunderstandings are inevitable where a generally understood terminology and means of measurement are lacking. It seems, therefore, that a real service has been performed for the library world in the creation of the term "Cubook" and the working out its practical application as a unit of measurement.

——ANGUS SNEAD MACDONALD

An Everlasting Memorial

WITH THE DEATH of Miss Margaret Colerick, librarian of the Fort Wayne Public Library, October 31, 1934, another of the pioneers of the modern public library movement has passed away. In 1895 when it was in its infancy, she joined the staff of the library and three years later became its librarian. During the thirty-six years of her administration the institution has grown from a small collection of approximately 3500 volumes and a staff of three to its present size (approximately 213,000 volumes and a staff of about forty) and position of usefulness in the community and of recognized importance as a unit of American libraries.

The Fort Wayne Public Library was formally opened in January, 1895, where its 3500-odd volumes were shelved in rooms in the City Hall; in September of that year it was moved to an old residence, remodelled for the purpose. It was here that Miss Colerick first entered the library. In 1898, on the death of Miss Clara M. Fowler, Miss Colerick was appointed librarian. Under her wise regime, the progress of the Fort Wayne Library has been steady. The following year the library was moved to the Brackenridge residence on the present site of the library, only to move again in 1901 to the Electron Building while the present Carnegie Building was being erected. In 1904 the present library building was formally opened, and three years later the Children's Department was established. Not until 1912 was the first City branch opened, but today Fort Wayne has five city branches, a city book wagon, a Business and Technical Department and other departments befitting a library of its size.

Miss Colerick's professional life is, of course, the history of the splendid growth of the Fort Wayne and Allen County Public Library system which reflects the best in public library practice as it was evolved. Her particular interest was the extension of service throughout the community. The opening of a children's room in 1907 had the extension idea as its particular motive at that time. In 1916 she organized an Extension Department which placed deposits of books in factories, industrial plants, fire engine houses, etc. In 1924 an admirable hospital service was established. But it is perhaps for the County Library work that Miss Colerick will be best remembered. In 1920 when the time had come to circulate the petition in the county to permit the city library to extend its service to residents of rural communities, it was she who circulated that petition and brought it to early success; the following year saw the establishment of the system.

Miss Colerick's life work is an interesting illustration of what intensive application in a field will do. The library stands not only as a memorial to her but as an example to the profession at large of what can be done.

A New "Pamphlet Age"

A NEW MASS "pamphlet age" which will be brought about by the adoption of modern merchandizing products of paper covered volumes and will bring with it a brand new type of reader, was recently predicted by James S. Stanley, President of the Leisure League of America, Inc. This assertion was based on a ten months' national experiment which the League has been conducting in pamphlet publications, with a variety of colors in paper bindings.

We will watch with interest the exposition of leisure time pursuits, to be held next May in New York City, in which collaboration of hobby, collectors', sports, travel and community organizations is to be developed. The League hopes to have in print at that time a sufficient number of pamphlet titles to be able to supply material on almost any subject which may strike the fancy of the public as it attends the show and looks over the wide variety of hobby ideas there displayed. The Leisure League has already published a pamphlet series among which are the well known "Care and Feeding of Hobby Horses", "You Can Write", "Tropical Fish", etc.

It is interesting to recall that the original book-reading American public was actually a pamphleteer public and Tom Paine was one of its great "best sellers", that the famous American Tract Society found in the later American public a great pamphlet "market", and that the dime novel flourished in the modified pamphlet form. Certainly the League has hit upon a book vehicle which will reach the largest number of readers at the lowest possible cost to them, yet without publishing loss, for a major tenet of the Leisure League is that its activities must be self-supporting.

Library Books Reviewed

Year's Work In Librarianship

THIS SERIES OF ESSAYS[1] by nineteen outstanding authorities in the library field is chaperoned by Mr. Arundell Esdaile, Secretary of the British Museum, editor of the *Library Association Record*, author of *A Student's Manual of Bibliography*, (London, Allen, 1931) and of many other handsome contributions to our professional literature. The appearance of the Sixth of a succession of yearbooks, projected in 1927, marks another milestone in the descriptive and bibliographical summaries of the literature of librarianship.

A classic of its kind, the *Year's Work* covers a wide range, as indicated in the following Table of Contents:

Chapter

I General and National Bibliographies, by Dr. Joris Vorstius; translated by A. C. Townsend, M.A.
II Historical Bibliography, by F. C. Francis, M.A.
III Paleography and MSS., by Francis Wormald
IV National and University Libraries, by The Editor
V Urban Libraries, by James E. Walker, F.L.A.
VI County and Rural Libraries, by Elsie Cockerlyne, M.A., F.L.A.
VII Technical Science Libraries, by H. P. Spratt, A. I. Mech.E.
VIII Commercial and Technical Libraries, By Richard Haxby, F.L.A.
IX School Libraries, by Monica Cant, F.L.A., and Paule de Lepervanche, B.A.
X Co-operation: National and International, by J. H. Pafford, M.A., F.L.A.
XI Library Law, by Arthur R. Hewitt
XII Library Training, by Hannah Smith, M.A., F.L.A.
XIII Library Practice:
(i) Organization and Routine, by James D. Stewart, F.L.A.
(ii) Classification, by Berwick Sayers, F.L.A.
XIV Book Production:
(i) Printing, by W. Turner Berry
(ii) Bookbinding—
A. Historical, by Philip James
B. Leathers, by John Warner, F.L.A.
XV Archives, by Hilary Jenkinson, M.A., F.S.A., and Irene J. Churchill, D. Phil.

In each chapter, a general discussion of the subject precedes the record of different countries. Following a practice established in earlier volumes, certain chapters omitted from volume V are treated here for both years (1932-33), and others, notably the one on library buildings, are left for future yearbooks. The particular advantage of this type of publication in the library field is that it assembles in one volume abstracts and references to important contributions which are tucked away in scattered sources. It calls for a highly discriminating selection, precise erudition, and wide reading; and the wonder of it is that it is done so well, and that such a mass of useful and profitable information can be condensed in two hundred and twenty-two pages.

Extended notice of each chapter cannot be given here; but a summary of the chapter "National and University Libraries", for which the Editor assumes responsibility, should suffice to indicate the range and purpose of the *Year's Work*. It opens with reference to the economic situation. The work of Dr. Charles H. Brown in securing much-needed reductions from certain German periodical dealers, the continued support of the British Government and the Society of Friends of the National Libraries in helping English University libraries to tide over lean years, and the curtailment of book funds at Yale, Huntington, and the Library of Congress—these are matters of first rate interest to all of us. The Editor is alert to significant contributions in the fields: the late Dr. Milkau's second volume of the *Handbuch der Bibliothekswissenschaft* is heralded as "the most important event of the year to learned libraries", and the completion of the six volumes of proceedings of the World Congress held at Rome and Venice is announced. Important acquisitions, whether by purchase or gift, are mentioned briefly. During the past year the British Museum purchased the celebrated Aleph or Sinaiticus of the Greek Bible from the State Public Library at Leningrad for £100,000; the Rockefeller Foundation contributed three-fifths of the sum required to carry out the Bodleian extension plan, and the University of Angora (Turkey) was made the recipient of 1,500 books from the Bibliotheksausschuss of the Notgemeinschaft der Deutschen Wissenschaft.

Similarly, the situation in United States is summarized with reference to the economic situation, significant gifts, and scholarly publications. The Editor pays tribute to the work of the late Dr. R. R. Bowker, founder of THE LIBRARY JOURNAL. Many valuable contributions to scholarly publications are listed, although the one indispensable American library publication of 1933, namely, *Circulation Work in College and University Libraries*, by Brown and Bousfield, is overlooked. This is a slip, to be sure, but its exclusion from the chapter on Library Practice, which devotes a section to lending procedure, is regrettable. One might also expect to find in the Editor's chapter a reference to the excellent annual summary of college and university library news which appears regularly in the December issue of THE LIBRARY JOURNAL.

College libraries, strangely enough, are discussed in the chapter devoted to *School Libraries*. One reference compels attention. "The library of Winchester College", we are told, "has lately been re-arranged and removed to a building which was an old brewery". Shades of Bacchus! Do the boys have "access" to beer as well as to books? Beer and books! What a delightful combination!

In one particular the *Year's Work* for 1933 is inadequate—in the index. It is labelled "Selective", to be sure; but to this reviewer at least, the inclusion of a much more comprehensive index would add considerably to the reference value of the *Year's Work*. It is all the more important in a compilation of this sort, where a single topic may be treated in more than one chapter. The report of the Commission of Enquiry in *Libraries in Canada* (1933), for example, is described in two different chapters in the *Year's Work*; but the index, under the elusive entry *Canadian Cooperation*, refers to only one.

I have ventured to criticize the *Year's Work* on one or two points, but they are not so essential as to diminish materially the great interest and importance of the work. To review the book adequately would require an entire issue of THE LIBRARY JOURNAL. The whole record is, above all, decidedly readable. It is well buttressed with bibliographical footnotes. It should be on the personal bookshelf of every professional librarian.

——G. R. LYLE,
Antioch College Library

[1] Library Association, London. *The Year's Work in Librarianship*, 1933 (V, VI): edited by Arundell Esdaile (London: Library Association, 1934). 7s.6d.

Essay Annual

SYSTEMATIC ANALYZING of essay collections is bringing the long-neglected essay into unusual demand. The *Essay Index*, published by the H. W. Wilson Company, has helped to make a library's essay collection a valuable adjunct to the daily reference service. And now we have an *Essay Annual*,[2] an effort to bring together in one volume important American essays published in a single year. It is the first anthology which promises to do for

[2] *Essay Annual*, 1933 and 1934; a yearly collection of significant essays, personal, critical, controversial, and humorous. Edited by Erich A. Walter. 2v. Scott, Foresman & Co. $1. per vol.

the American essay something of what O'Brien's *Best Short Stories* and Mantle's *Best Plays* have done for those forms of literary expression.

From the subject content standpoint, these volumes give a cross section of American thought on problems of the day, as the editor has no doubt been influenced by timeliness in his selections. The 1933 volume leads off appropriately with Burton Rascoe's "Montaigne and the Average Man," since the four hundredth anniversary of the great essayist's birth was celebrated in that year. Seven essays in this volume are on some phase of education, and all are of interest to the general reader, notable among them one entitled "On Learning to Read," by Lee Wilson Dodd. The remaining selections cover a wide range of subject matter with emphasis on letters, arts and politics. "The World of Babbitt's Son: 1942," an excursion into the future, written by Henry Hazlitt in 1932, is interesting reading particularly in the light of subsequent events. *Essay Annual* 1934, includes thirty essays published between March 1933 and March 1934, the period the editor hopes to maintain in future volumes. There is emphasis in this volume on government and politics, in which group the following articles fall: "Roosevelt's First Year," by Charles Merz; the Woodrow Wilson Foundation address, by Franklin D. Roosevelt; Armed intervention, by Walter Lippmann. Particularly pertinent is Wilson Follett's "The Remembered Man to His President," a sequel to his essay in the 1933 volume called "The Forgotten Man to His President." A few titles selected at random suggest the range covered by the remaining material: "They Call Me a Monk," "I Don't Like Ladies," "Why Not Teach Some of These Things?", "Fifteen Hundred Scholars: The British Civil Service," "Vocabulary and Success," "Romance Comes Back," "The Power of Music," "Our Contemporary, Mr. Emerson."

Many of the selections hardly fit the conventional definition of essay, at least they are not in the literary tradition of Lamb and Addison. An apology, or rather an explanation for this is found in the 1934 volume, in "The Little Old Lady Passes Away," by John P. Waters, reprinted from the *Forum* for July 1933. This essay, itself in the old style, deserves quotation:

> "Intimacy, reverie, whimsey—these were the qualities that won it thousands of devoted readers, that made it kindly relief from frowning treatises, ramrod sermons, and all the mighty didacticism our fathers were flayed with before its advent. It was warm and human, unconcerned with life's granite problems but fascinated with the trifles, moods and humors that colored the lives of its readers."

Contrasted to the milieu of that familiar essay is described the life of today:

> "A new and dizzyingly complex world had roared across the quiet hearth; and listeners once sure of their philosophies and content to roam in the pleasant meadows of reverie now groped bewilderedly for facts, explanations, anything to help them realize their lives before new discoveries, new techniques, drove out all meaning from life itself. Reverie, whimsey, and humor were out; they didn't get you anywhere. Hence gradually the little old lady deserted her familiar haunts and faded away. Occasionally a sentimental editor, remembering her pleasant tea-table chatter, invites her fluttery ghost to visit his prim Caslon pages. There, politely baffled by the loud talk of collectivism and social trends and economic determinism all about her, she sits a while and muses with her old friends. Then she leaves and does not come back for months at a time. One day, perhaps, her pale ghost will not appear at all, and the hard young sociologists can have her pages all to themselves."

For the most part the selections are from general periodicals such as *Atlantic Monthly, Harper's, Forum, Nation, New Republic, Scribner's,* and the *Saturday Review of Literature.* A few are taken from books, and the librarian will be glad to note a few from newspapers, including the New York *Times,* New York *Herald Tribune,* New York *World Telegram,* Baltimore *Evening Sun.* Among periodicals represented which are not indexed in the Wilson indexes are *The New Yorker, Fortune, Esquire,* and the *American Spectator.*

A useful informational feature is the brief biographical notice concerning an author which precedes each essay. At the end of the selections is "A Bibliography of Outstanding American Essays Published in American Periodicals" for the period covered by the volume. There are seventy-five for 1933 and 100 for 1934 of these "honorable mention" articles.

The Essay Annual deserves a place in any library and will no doubt be particularly useful in school libraries. It will also appeal to the individual reader who is looking for stimulating articles on general topics of the day.

One suggestion may be offered for the improvement of future issues and that is an alphabetical author and title (perhaps also subject) index to cover the essays reprinted. This would increase the book's effectiveness for library use.

——RUDOLPH GJELSNESS

New Library Bulletin From Spain

IF THE journal it supports be a criterion of a professional group, the first issue of the *Boletin de Bibliotecas y Bibliografia*[3] should indicate a bright future for the library profession in Spain. Like the movement in the United States which brought the American Library Association and THE LIBRARY JOURNAL, has been the one in Spain which brought last Spring the formation of the Asociación de Bibliotecarios y Bibliografos de España, and now the issue of their Boletin. For several years library affairs have been moving rapidly in Spain. The National Library and the university libraries have been reorganized on the one side, and many new popular libraries have developed on the other. New professional consciousness is fast developing to integrate, consolidate and further these new gains.

The new bulletin shows both broad scholarship and close application to practical library problems. Articles are included on the International Federation of Library Associations, library standards, cooperation with schools, hospital libraries, Spanish bookbindings, and prints. Book reviews, news items, and miscellaneous notes are included also.

The second half of the publication is devoted to a classified bibliography of articles in Spanish language periodicals. Four hundred and sixteen titles are listed as possible sources of index material, both the mother country and Spanish America being represented. Classification is broad, and by the familiar Dewey decimal system.

The *Boletin* carries no masthead, nor formal statement of editorship; though the fact that it is sponsored by the Asociación de Bibliotecarios and the Seminario de Biblioteconomia de la Universidad de Madrid, and bears an announcement of the Cuerpo Facultativo de Archiveros, Bibliotecarios y Arqueólogos, is enough to establish it on a firm basis. The writer of this note had the pleasure of seeing some of the matter prepared in Madrid last summer, and can say that the authors of the two leading articles, Homero Seris and Javier Lasso de la Vega, did much of the work. Sr. Seris is probably the one man in Spain who best understands American libraries. He lived in this country for nine years, serving as director of the Instituto de las Espanas in New York, and later was on the faculty of the University of Illinois. He is now head of the department of bibliography of the Centro de Estudios Históricos in Madrid. Sr. Lasso de la Vega has travelled here too; he is now director of libraries at the University of Madrid.

The new publication more than fills the gap left by the defunct *Revista de Archivos, Bibliotecas, y Museos*; and paired with the *Bibliografia General Espanola e Hispano Americana,* covers the Spanish book world. It is to be issued quarterly.

——CHARLES F. GOSNELL,
The New York Public Library

[3] *Boletin de Bibliotecas y Bibliografia.* Tomo I, núm. 1; Julio-Septiembre, 1934. Madrid, Spain; Imprenta Gráfica Universal, Evaristo San Miguel, 8; 1934. (Price 15 pesetas—about $2.)

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Newcastle upon Tyne.——Public Libraries Committees. *Fine arts catalogue; books in the Central Public Library . . .* Newcastle upon Tyne, 1934. cl. 226 p. illus.

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——*See also* MUSEUM (Roberts); SCHOOL (Welch).

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——*See also* LIBRARIES—GERMANY (Verein); NEGRO (Colored); SPECIAL (Special).

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——*See also* ART (Newcastle); LIBRARY SCIENCE (Waples).

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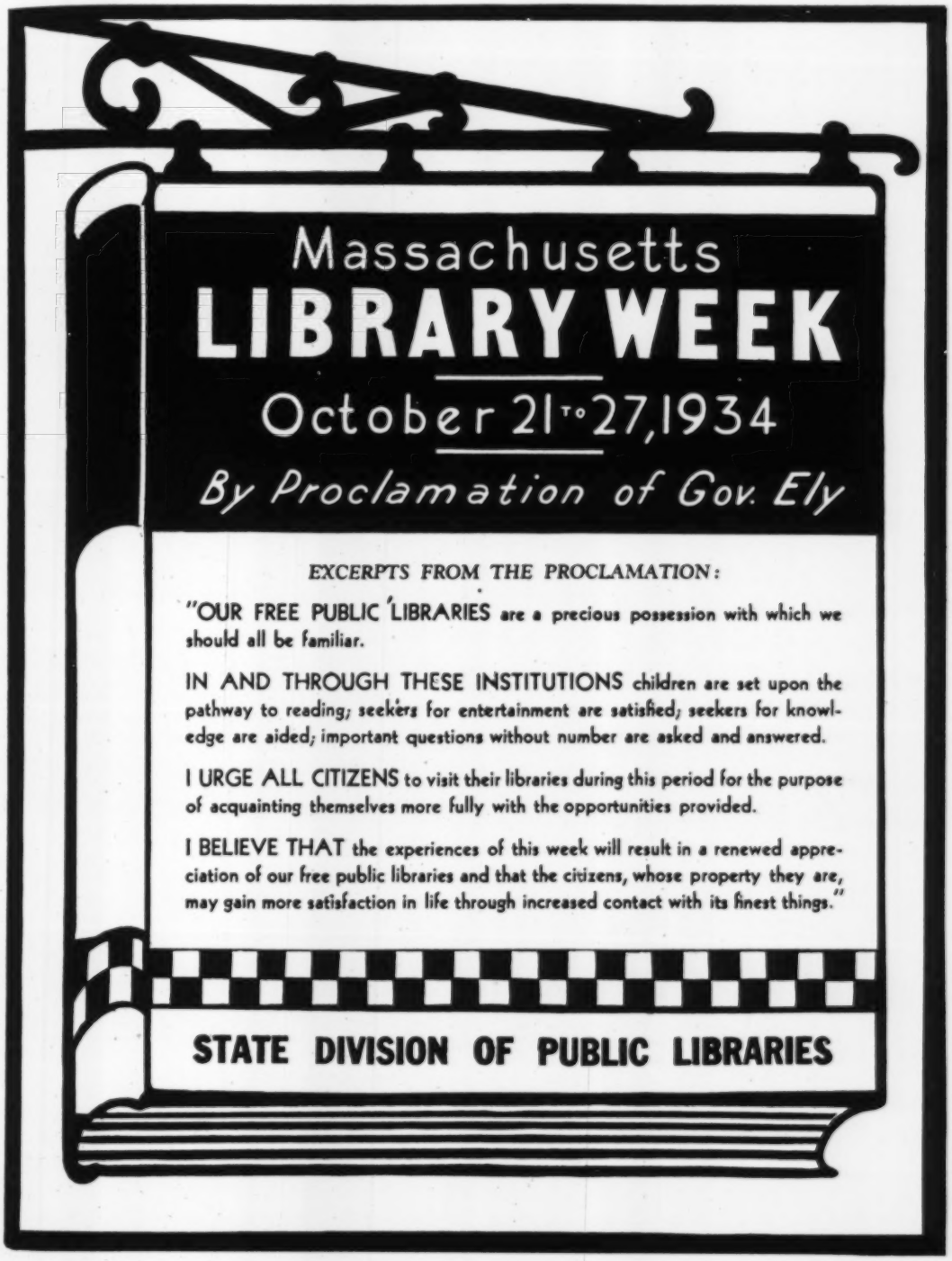
Massachusetts
LIBRARY WEEK
October 21 to 27, 1934
By Proclamation of Gov. Ely
EXCERPTS FROM THE PROCLAMATION:
"OUR FREE PUBLIC LIBRARIES are a precious possession with which we should all be familiar.
IN AND THROUGH THESE INSTITUTIONS children are set upon the pathway to reading; seekers for entertainment are satisfied; seekers for knowledge are aided; important questions without number are asked and answered.
I URGE ALL CITIZENS to visit their libraries during this period for the purpose of acquainting themselves more fully with the opportunities provided.
I BELIEVE THAT the experiences of this week will result in a renewed appreciation of our free public libraries and that the citizens, whose property they are, may gain more satisfaction in life through increased contact with its finest things."
STATE DIVISION OF PUBLIC LIBRARIES

Governor Designates Library Week

JOSEPH B. ELY, governor of Massachusetts, set aside the week of October 21-27 to be observed as Free Public Library Week, according to a state proclamation.

The Proclamation

THE FREE PUBLIC LIBRARIES of Massachusetts are and should always continue to be among our finest resources for recreation and instruction.

IN THE EARLIEST DAYS of the Colonies academic libraries were assembled in this region; before the establishment of our Nation proprietary libraries were numerous in our cities; for now nearly ninety years there have been free public libraries in our Commonwealth. Today no town or city of Massachusetts is without a free public library supported by all the citizens and for the use of all.

THERE ARE SUCH INSTITUTIONS to the number of four hundred and eleven, many of these with branches, in our three hundred and fifty-five towns and cities.

FROM THESE INSTITUTIONS during the year past our citizens borrowed some thirty-three million books.

IN AND THROUGH THESE INSTITUTIONS children were set upon the pathway to reading; seekers for entertainment were satisfied; seekers for knowledge were aided; important questions without number were asked and answered.

OUR FREE PUBLIC LIBRARIES are a precious possession with which we should all be familiar. That we may know them better and thereby appreciate them more fully, I hereby designate and set apart the week beginning the twenty-first day of October and ending the twenty-seventh day of October as

Free Public Library Week

I URGE ALL CITIZENS to visit their libraries during this period for the purpose of acquainting themselves more fully with the opportunities provided.

I COUNSEL ALL GOVERNING BOARDS OF LIBRARIES and all librarians to make special efforts at this time to acquaint their constituents with the privileges offered.

I BELIEVE THAT the experiences of this week will result in a renewed appreciation of our free public libraries to the end that they may grow in influence and that the citizens, whose property they are, may gain more satisfaction in life through increased contact with its finest things.

——Signed: JOSEPH B. ELY

THE PROCLAMATION had particular interest because, so far as is known, this is the first library week ever designated by the Governor of any state. Libraries throughout the state report a good deal of interest aroused in the public because of the publicity in the papers during this week and the open house kept by libraries. The Division of Public Libraries of the State Department of Education had a library poster printed in black and yellow on gray, a copy of which was sent to every library and branch. Statistics and other information were also sent to various libraries for their publicity.

The Charles River Library Club commenced a radio program October 22, sponsored by the libraries of that club—Newton, Watertown, Waltham, Needham, etc.,—which will be continued every Monday night through December 10. Fifteen-minute programs are being devoted to such subjects as: "The service the public library offers to the community"; "How to get the most from your public library"; "Hobbies to ride, and how the public library can help in the fun"; and "The business man takes stock of his public library". Several librarians have had portable radios put in their main library and branches and report that people in the library have stopped to listen and have made favorable comments. Direct returns are noticeable from the programs. Another plan which covers more than just library week is that of Danvers; through a column in the local paper entitled "Library Highlights" this library plans to cover its entire history. This program will extend through March, 1935.

Special book displays were arranged in Bridgewater, Brookline and Chelsea, the latter emphasizing some of its older books. Several libraries, like Hubbardston and Waltham, kept open house during the entire week. Others arranged "hobby nights", prepared short sketches of the history of the library and its service, or demonstrated the processes which the book must undergo before it goes into circulation.

IT'S "LIBRARY WEEK," YOU KNOW

Cartoon Taken From Boston Post

The Carter And Pollard Pamphlets

AS A SUPPLEMENT to a paper which I have written on Carter and Pollard's "Enquiry Concerning the Nature of Certain Nineteenth Century Pamphlets," I have compiled a checklist of these pamphlets as found in American libraries. I hope to include mention of those contained in private collections as far as I can learn of them.

I have written to the librarians of the institutions known to have copies, or thought likely to have some, and by a study of the returns I have been able to discover an interesting relation between copies in different collections. I should greatly appreciate hearing from other librarians who have copies in their custody. For my purpose it is desirable to know (1) the provenance; (2) the name of the binder; (3) the color of the binding; or (4) if in a slip-case, whether it is one signed by a binder.

——THEODORE W. KOCH.
Charles Deering Library,
Northwestern University,
Evanston, Illinois

Tribute To Mrs. A. C. Faxon

ON OCTOBER 13, 1934, at the age of nearly ninety-three years, Mrs. Augusta C. Faxon of Boston awoke in the glorious morning of a new life. The years had been more gracious to her than is the common lot, and beyond the measure of most of us she shed upon those about her the quiet glow of the beneficence that illumined her own life. She was not a librarian, but she gave to the profession of books a son who has well and truly served those who love books. For many years her serene presence graced our library meetings. In her last days she enjoyed the knowledge that the Massachusetts Library Club, in loving recognition, had conferred upon her the jealously guarded distinction of Honorary Membership, the highest expression of respect and esteem within the mortal powers of her library friends. *Ave atque vale.*

——MASSACHUSETTS LIBRARY CLUB,
By George H. Evans

Current Library Literature

(Concluded From Page 888)

Stegmeir, C. C. Introduction and use of the classroom library in history. 1021 Filbert St., Philadelphia. *Social Studies.* 25:118-122. Mar., 1934.

Stevens, J. G. Advantages of a library-classroom. 6 Park St., Boston. *Journal of Education.* 117:99+. Feb. 19, 1934.

Streeter, C. P. Culture comes to the rural school. illus. Webb Pub. Co., St. Paul, Minn. *Farmer's Wife.* 37:15, 25, 29-30. July, 1934.

Includes organization of circulating libraries; work in northern Illinois.

Welch, K. L. M. School libraries: art. bibliog. 3 Ludgate Broadway, E.C.4, London. *Journal of Education.* 65:757-758. Dec., 1933.

Westervelt, Gretchen. The elementary school library—why? LIB. JOUR. 59:685-687. Sept. 15, 1934.

Woolsley, R. E. Another successful partnership; the story of eleven years of school and library cooperation in Evanston, Ill. 524 N. Milwaukee St., Milwaukee, Wis. *American School Board Journal.* 88:27-28. May, 1934.

——*See also* NEGRO (Caliver); PUBLICITY (Batchelder); REFERENCE (Cassford).

SPECIAL LIBRARIES

Chatterjee, S. Need of specialised libraries in India. *Modern Ln.* 4:149-151. July, 1934.

Special Libraries Association. Proceedings of the 26th annual conference, New York, June 19-23, 1934. *Special Libs.* 25:133-172. July/Aug., 1934.

——*See also* ART; ASSOCIATIONS (Anuari); BOOKS—PRICES (Cannon); DRAMA; HOSPITAL; MUSEUM; MUSIC; PICTURE; RELIGIOUS.

TEACHERS LIBRARIES

Dannelly, C. M. Faculty improvement and library use in the teachers colleges of Alabama. *School & Soc.* 40:389-392. Sept. 22, 1934.

Schmidt, E. F. *The service of organized teachers' rooms of public libraries in cities of over 100,000 population.* M.S. thesis, Columbia Univ., 1933.

Title from Waples, *Lib. Quar.*, 4:641.

Vought, S. W. The library of the federal Office of Education. Nashville, Tenn. *Peabody Journal of Education.* 12:21-25. July, 1934.

——*See also* PERIODICALS (Behm).

North Carolina Library School

THE SCHOOL OF LIBRARY SCIENCE of the University of North Carolina opened for its fourth year on September 21, with a class of eighteen full-time students and three part-time students. Seventeen students are women and four are men. These twenty-one students represent nine states, thirteen coming from North Carolina and one each from Virginia, Louisiana, Maine, Massachusetts, Kentucky, South Carolina, and Florida.

This year three members of the class applied for and received work under the FERA grant to the University. One of these is working in the town's children's library, one in the Reference Department of the University Library, and the third is assisting one of the faculty members of the School with some editorial work. Several other members of the class are doing some work in the various departments of the University Library.

Nineteen students were graduated from the School in June 1934, sixteen receiving the degree of A.B. in L.S. and three the degree of A.B. in Education with a certificate in library science. The graduation of this third class brings the total number of graduates of the School up to sixty-six. Of these sixty-six, forty-three are engaged in library work, fourteen in school libraries, seven in public, ten in college, eleven in university, and one in special library work. Four other alumni are engaged in work outside the library field, three are married, and sixteen are unemployed.

During both terms of the Summer Session of 1934, the Department of Library Science offered courses especially for the librarians of school and small public libraries. One member of the regular School faculty and Miss Lucile Nix, former librarian of the Reynolds High School in Winston-Salem, North Carolina, offered courses in Cataloging and Classification, Reference Work, Children's Literature, and Book Selection for High School Libraries. A total of fifty-one students took one or more of these courses.

Peabody Library School

THIRTY-ONE STUDENTS, including five men, are enrolled in the fall session of the Peabody Library School, Nashville, Tenn.; twenty-six are full-time and five are part-time. Sixteen states are represented as follows: Tennessee, eight; South Carolina, four; Texas, four; Louisiana, two; Oklahoma, one; Arkansas, one; Alabama, one; Virginia, one; Florida, one; Georgia, one; North Carolina, one; Michigan, one; Missouri, two; Kentucky, one; Kansas, one; Mississippi, one.

During the summer session, eighty-one students from seventeen states were enrolled as follows: Tennessee, twenty-eight; Mississippi, thirteen; Georgia, seven; Texas, seven; Missouri, four; Virginia, three; Arkansas, three; Alabama, three; Kansas, one; Louisiana, one; South Carolina, three; Illinois, one; Florida, two; West Virginia, two; North Carolina, one; Kentucky, one; Oklahoma, one.

Mary Jane Lockwood Memorial Library

THE COLUMBIA Library Club in 1931 became interested in providing periodicals and books for the use of the patients in the University of Missouri Hospital, the Boone County Hospital and the Boone County Jail. A Committee for Library Service for these institutions was created by the Club with Henry O. Severance, Chairman. The result of the Club's activity is that about $100 was donated for the purchase of a book truck, to carry books and magazines to the bedside of the patients, for books adapted to the needs of sick people, for magazine subscriptions; that interested individuals contributed books and magazines; and that organizations such as the Kiwanis Club, the Business and Professional Women's Club, the Men's Class in the Baptist Church School and other clubs of Columbia provided books and magazines.

In the meantime, Mrs. Walter Williams, wife of the President of the University of Missouri, lost her mother and she desired to establish some sort of memorial to her. Mrs. Williams donated fifty books to the University Hospital library in 1934, promised at least fifty more, and requested that the name of the library be "Mary Jane Lockwood Memorial Library."

The Committee of the Library Club was discontinued and a committee representing social organizations of the University was appointed by the President of the University. It is planned to have an active collection of about 400 volumes. When new books are added, those having little use will be retired and placed either in the University of Missouri Library or in the Columbia Public Library. The books will be plated and processed by the University of Missouri Library.

The Open Round Table

This Department is open for discussion on all library affairs

Posters For Library Instruction

POSTERS giving information as to the use of the school library are of value in guiding the students who have not yet received formal library instruction and in refreshing the memories of the students who have received it. Indeed, almost every school library has hanging on its walls or placed near its card catalog one or more posters explaining the rules, classification, the use of the card index and similar subjects. Frequently, however, two objections may be raised to them, they are unread and they are eyesores. The reason for this condition is, as a rule, not difficult to find. They are printed posters intended for adults. The language is the abstract terminology of the librarian (sometimes even in unfamiliar simplified spelling) and the books cited as examples are unfamiliar to the youthful student. Again, in appearance, though neat they are neither striking nor attractive. Worst of all, because they are rather expensive, they are suffered to remain unchanged and unheeded in their old familiar places for years on end.

A good poster for giving instruction in the use of the school library, on the other hand, should appeal to the interests of the child, and be phrased in his vocabulary, in colloquial language with dramatic headings; it should be artistically made to attract his attention and should be constantly varied so that the immediate problems of the library are stressed and the novelty of the poster is never lost. Such posters of course are best made by the students of the school.

The poster giving the rules of the library, to take one example, may be made less forbidding by the injection of a little humor by means of sketches in the margin. A cartoon of books piling themselves upon an erring boy, for instance, will emphasize the rule that a book should not be placed upon an open book. Or in the delicate matter of fines the rule, "A fine of two cents a day is charged for every book kept for more than a week," may be lightened with a sketch of a boy mournfully regarding six pennies walking out of his pockets into the eager hands of the librarian and exclaiming, "Good-bye, old pal." The cartoon may be made still more interesting by inserting as the face of the librarian and of the boy photographs of the faces of the school librarian and of a popular student. Even such school-hackneyed phrases as "The rules are intended for your benefit" seem less depressing if they are represented as being said by a cartooned figure—for example, that of the principal.

Posters on the classification for the school library should be phrased in language understood by the child, even at the risk of being slightly diffuse and inexact. "Philosofy—100," as is sometimes seen on posters displayed in the school, means nothing to the average child. Further, the poster should tie up with actual books in the library. Posters on classification may be of many sorts. One of the most attractive is a map of the school library. This should indicate not only the furniture and the sections occupied by each class of books but should mention also well known representative books in each class. Figures of students with heads from photographs uttering various *bon mots* will add interest to the map for the student body will crowd to see the pictures of themselves and their friends. The jests should, if possible, concern the classification, e.g.: "My little brother is thinking of becoming a hotel keeper at *Atlantic City* when he grows up; what do you think he ought to read?" "Oh, there's Pyle's *Book of Pirates* over in F, Finger's *Highwaymen* in 920 and Burns' *Saga of Billy the Kid* in B." Another attractive type of poster is a representation of a series of shelves each containing three or four books from a class and surmounted by an explanatory legend. This type may be modified by the use of book jackets or even, when an exhibition table is available, by the use of the actual books joined to the poster by means of streamers to illustrate the type of material found in each main class. The titles of books selected to make concrete the content of the different classes, it may be added, should, as far as possible, be books known to the students and with titles that adequately describe their subject matter.

One of the most effective ways to teach the use of the card catalog by means of the poster is to have the actual author, subject and title cards of a familiar book pasted on the poster with guide lines extending from the explanation to the part of the card under discussion. The jacket of the book described on the cards may often be used very effectively to give the explanation more concreteness and life.

Posters may also be used for showing the more efficient use of certain reference books. A poster placed at the level of the eye before the dictionary stand may explain the parts of the dictionary, the pronunciation and other matters. Placed on a cardboard easel on the shelf beside the encyclopedia a small poster on "How to find things in *Compton's Pictured Encyclopedia*," for example, may point out the use of the fact-index and similar features.

Posters, too, may be used for stimulating the use of the library in other ways beside their usual employment in the direction of voluntary reading—a topic not considered here. A poster with a slot for the insertion of a slip bearing a word which is to receive the students' attention may be used to encourage vocabulary building or correction of pronunciation by means of the dictionary, or one placed above a bulletin board may be employed to encourage a "Ripley, Junior" Club to collect curious facts (with references) from the books of the library. Or again, posters with stimulating headings may list abbreviations frequently found in books, call attention to unfamiliar reference books and aid by similar devices in building up a more efficient use of the library.

The selection of instructional posters to be displayed should of course be determined to a considerable extent by the progress of the library lessons. Above all, the posters should be frequently changed so that they may always attract by their novelty and freshness.

——EDWIN E. WILLOUGHBY,
Professor of Library Science, College of William and Mary

Books In Foreign Script In The Public Library

IN CITIES with considerable foreign groups, the public library naturally carries a more or less extensive collection of books in the corresponding languages. Very few libraries can afford special divisions for the various languages or even groups of languages, such as Slavic, Semitic, Scandinavian, in charge of specially qualified librarians. Usually all the foreign books are kept together and no librarian can be expected to be at home in all of these languages. But it is particularly difficult to handle books printed in a foreign script, such as Arabic, Armenian, Hebrew, Russian, Greek, Chinese. A library assistant with no knowledge of the foreign script in question can locate a certain book only through the English transliteration of the title or author, filed in the order of the English alphabet. Even then, the success of the librarian depends on the ability to connect the transliteration and the sounds uttered by the visitor.

Just how the foreign titles should be rendered with Roman letters is a question which is far from being settled. We can either substitute for each letter of the foreign script one of our letters, modified, if necessary, by diacritical marks, or the words can be written down according to their sound, which necessarily is less accurate and scientific. In the latter case, the question comes up whether English pho-

netics should be used or an international system, to be standardized, if possible, all over the world. Different opinions on these questions will exist as long as there is no agreement on the fundamental question "What is the purpose of the transliteration?"

Taking the specific case of the library, we can put the question this way: For whose benefit is the transliteration made? Is it primarily for the readers or for the staff? On consideration there can be but one answer: It is for the staff or, more generally, for those who are unable to read the original script. How would it be possible for the library, without transliterations, to select, order and handle books in foreign script or to file cards with unintelligible titles, as far as the staff is concerned? The transliteration also is a convenience in printing bibliographies, booksellers' catalogs, quotations, proper names and titles. For the sake of accuracy, it would seem, therefore, that the transliteration should follow as far as possible the original spelling instead of trying to conform to the vagaries of pronunciation.

As to the foreign readers, they naturally prefer the original script and derive practically no benefit from the transliteration. A Syrian reader in an American library is in much the same position as an American in Syria trying to locate English titles by means of their Arabic transliteration. This meets the objection raised by some librarians that Syrian readers seemed unable to make much out of a transliteration system such as is used by the British Museum for Arabic books.

The foreign readers might be able to help themselves to a greater extent, if they had a special index of at least the titles in the native script and in the order of their alphabet. The librarians can be of assistance with the help of the transliteration, subject headings or shelf-list. It is well known how English-speaking readers frequently tax the ingenuity of the librarian by mixing up titles and authors. How much more trouble is to be expected in dealing with readers whose native tongue one does not know!

The ear is not a sufficiently reliable help in determining a title. Especially in Arabic the short vowels, which are not written, sound too indistinct and the natives themselves usually would not be able to tell whether a, i or u is correct. In the Arabic script all words starting with one of the three short vowels would be filed together under the same letter (alif), but in transliteration we have to decide whether we should spell, for example, ihsan, ahsan or uhsan, and the place in the card file varies accordingly.

Book orders from branch libraries demonstrate that the pronunciation of the borrowers and the ear of the librarian cannot solve the problem of titles in foreign script. Whether an English spelling is suggested by a foreign visitor with imperfect knowledge of English (and perhaps of his own language too) or whether a library assistant records in her own system what she believes to have heard, the result frequently is disappointing. It is better to obtain the title in the original script and then to have it transliterated in accordance with the system in use in any particular library.

It would be very useful for librarians working with foreign readers to be acquainted to some extent with the system of transliteration. A scheme of the transliteration of the various scripts represented in the collection should be available and the assistant should be able to use it intelligently in cooperation with the readers. The Library of Congress has printed cards showing the transliteration of the various alphabets.

This would not guarantee the solution of all difficulties arising in connection with books in foreign script, but it might simplify the task of librarians without special linguistic training.

——F. E. SOMMER,
Special Cataloger for Oriental Languages, John G. White Collection of Folklore and Orientalia, Cleveland Public Library

Libraries In Nazi Germany

NOT LONG AGO, shortly after Adolf Hitler assumed the chancellorship of Germany, the western world was badly shocked by the spectre of a civilized nation exercising what it considered to be the powers of evil, by the medieval device of book-burning. Savonarola returned with a vengeance, but the fifteenth century "vanities" had given way to the novels and poems of Jewish authors, and to printed matter which tended to take the "brotherhood of man" ideal too seriously. The memory of these recent days is still too fresh to require stimulation.

By this time, however, it is pretty well recognized that the burning of the books was essentially a symbolical act. No attempt was seriously made to destroy all the works of the "verboten" variety, and it goes without saying that the writings of Karl Marx, Remarque, Wasserman, Zweig, Ernst Toller, et al., are still to be found in most sections of Germany, though a diligent search may often be necessary. To the American librarian the question at once suggests itself: are they to be found in the German libraries?

During the past summer, while traveling in Europe, I had the opportunity of spending some fifteen days in Germany. My itinerary took me to five cities, and in two of them—Leipzig and Munich—I attempted to answer the above question. First in Leipzig, the center of the German publishing industry, the seat of a well-organized public library system, and the location of Germany's great research library, Die Deutsche Bücherei. My first visit was to Dr. Walter Hofmann, the head of the public library system. It would be difficult to over-emphasize the kindness and courtesy of Dr. Hofmann (for that matter the same may be said of every librarian and book man whom I met in Germany). He told me quite frankly that the literature of communism and other literatures officially proscribed by the Nazi government were no longer to be had in the libraries over which he had jurisdiction. I asked if the government had ever issued a list of titles which the libraries were not to carry on their shelves, and was told that no such list had been issued. Certain principles of prohibition had been enunciated and each librarian decided whether specific titles were to be admitted or banned according to their authorship or content.

The Leipzig public library system is composed of four units located in widely separated sections of the city. In one of them, the newest, a special room had been provided in pre-Hitler times for the prominent display of newspapers and periodicals representing all shades of political opinion, from the mildest conservatism to the reddest communism. These journals I was told had received heavy use. Today the shelves are almost completely bare. Newspapers representing a point of view other than Nazi are not allowed, and since the Nazi papers (which means practically every newspaper published in Germany) are so monotonously alike, they require but few representatives to cover the field. The room is not used very much at present; in fact, on the day I visited the library it was closed altogether.

My next visit was to the Deutsche Bücherei. This is housed in a handsome building, still in process of construction, and though still young it is already outstanding among German libraries. Copies of every book published in Germany are preserved here; in addition, it is the aim of the administration to procure copies of every book published in the German language outside of Germany. Here again I raised the question of the forbidden literature. I was told that none of it had been destroyed, but it was kept on shelves isolated from the rest of the library's possessions. I asked what would happen if some one came in and asked for, say, Marx's *Das Kapital*. In most cases he would be denied the opportunity of examining the book. There are exceptions, however. A student, for example, may secure the book but he must first present a letter from his professor, saying it is necessary that he use the book in connection with his studies, and even then he must sign a paper promising not to use any of the material for propaganda purposes.

In Munich I visited one or two branches of the public library, and learned that the censorship was quite as thorough as it was in Leipzig. In one branch the librarian in charge displayed with great enthusiasm their

author catalog, and then, to show me how it worked, asked me to suggest an author. I innocently suggested Heinrich Heine, but of course that suggestion proved abortive. (Incidentally, I was later informed that Heine's statue which had stood in Frankfort had been demolished during the early days of Nazi exhilaration.) I next suggested Remarque, again without success. Having carried my private joke far enough, I named Goethe, and through him was triumphantly initiated into the mysteries of the author catalog.

Inasmuch as my stay in Germany was too brief to permit more than a few superficial impressions, I am not prepared to comment on the public attitude to the prevalent censorship, or to indulge in any speculations as to its consequences. I have undertaken simply to report a few personal experiences as reflecting certain definite practices and perhaps indicating a trend. In the light of them and of such reports as have come out of Germany, it is probably safe to assume that similar policies are pursued in all the German public libraries.

Though my contacts with the libraries were so limited I left Germany with the conviction that we in America have placed the wrong emphasis on the democracy of our library system. We have long hailed the fact that we drew no class distinctions among our patrons; all were equally welcome. But I know of no country in Europe which does make this distinction; even in Germany class distinctions are of little moment, certainly as far as library use is concerned. But we may, I think, point with pride to our policy of allowing all voices a hearing, of giving equal opportunity of expression to the supporter and reviler of the established order. With the surrender of this prerogative, democracy in the library is at an end. Though this be a truism it cannot be repeated too often, for it impregnates the very character of American librarianship.

——LEON CARNOVSKY

Duplicates And Unwanted Magazines

THE FOLLOWING list of duplicates and unwanted magazines are available upon request to M. S. Goff, librarian, Technical Library, E. I. duPont de Nemours and Co., Wilmington, Delaware:

Bound Books and Periodicals

Agricultural Index, 1928, 1929.
American Institute of Electrical Engineers, Vols. 36, 37, 1917, 1918.
Arkwright, The ABC of Technocracy, 1933.
Arms and the Man, Vol. 67, 1919-1920.
Brookings Institute. The A.B.C. of the N.R.A. 1933.
Chemical Engineering Catalog, 1928.
Clark on Contracts, 1894.
Drug and Chemical Markets Guide Book, 1930.
Drug Markets Catalog, 1931.
Hotel Red Book, 1927.
International Military Digest, 1917.
Koller, Utilization of Waste Products, 1915
Mechanical Catalog (A.S.M.E.), 1930-1931
Metal Statistics, 1932, 1933.
National Industrial Conference Board
Changes in the Cost of Living, July 1914-Nov. 1921.
Changes in the Cost of Living, July 1914-March 1922.
Changes in the Cost of Living, July 1914-Nov. 1922.
Consolidation of Railroads in the U. S., 1923.
Cost of Government in the U. S., 1926.
Cost of Living in the U. S., 1914-1926.
Cost of Living. Anthracite Region, 1922.
Fiscal Problem in Delaware, 1927.
Fiscal Problem in Illinois, 1927.
Fiscal Problem in Massachusetts, 1931.
Growth of Works Councils in the U. S., 1925.
Immigration Problem in the U. S., 1923.
Industrial Progress and Regulatory Legislation, 1927.
International Labor Organization, 1922.
Mergers and the Law, 1929.
Physician in Industry, 1922.
Present Railroad Situation, 1923.
Proposals for Changes in the Federal Revenue Act, 1924.
Proposals for Changes in Federal Income Tax, 1924.
Public Regularization of Competitive Practices, 1925.
Railroad Wages and Working Rules, 1922.
Social Adequacy of Foreign Nationals in the U. S., 1924.
Soldiers Bonus, 1923.
Tax Burdens and Exemptions, 1923.
Tax Burdens, 1925.
Tax Problem in West Virginia, 1925.
Tax Problem in Wisconsin, 1924.
Unemployment Problem, 1921.
Wages and Employment of Railroad Workers, 1924.
Wages and Hours in American Industry, 1925.
Wages and Hours in Anthracite Mining, 1922.
Wages and Hours in American Industry, 1914-1921.
Weights & Measures in the U. S., 1926.
Work of International Labor Organization, 1928.
New York Insurance Report, 1931.
Oil, Paint & Drug Reporter, Buyers Guide, 1933-1934, 1934-1935.
Prancke, Cynamid, 1913.
Rugg — Calvin Coolidge — Memorial Address, 1933.
U. S. Agriculture Yearbook, 1930.
Army Register, 1929-1931.
Census, Official Register, 1931, 1932.
Commerce. Statistical Abstract, 1928-1931.
Commerce Yearbook, 1931.
Trade Promotion Series. 94, Great Britain.
Congress. Congressional Directory, June 1933, Jan. 1933, Jan. 1934.
Stock Ownership in Railroads, 1931.
For. & Dom. Commerce & Navigation, 1930.
Mines Bur. Minerals Yearbook, 1932-1933.
Naval Observatory, American Ephemeris, 1931.
National Museum, 1927-1932.
Smithsonian Institute Reports, 1928-1931.
Weed, Mines Handbook, vol. 26, 1925.
Western Union Telegraph Code. n.d.

Duplicate Magazines

Administration, 1923.
Agricultural Situation, 1931.
American Architect, 1931; Feb., Mar., 1932.
American Builder & Building Age, 1930-1933 (odd numbers).
American Dyestuff Reporter, 1933-1934 (incomplete).
American Fertilizer, 1932; 1934, Jan.-June.
American Glass Review, Jan.-June, 1934.
American Machinist, Jan.-July, 1932.
American Metal Market, 1931, 1932 (incomplete).
American Paint Journal, 1933, July-Dec. (incomplete); Jan.-June, 1934.
American Printer, July-Dec., 1931.
Analyst, 1919-1922, vols. 44, 45, 46, 47.
Annals, March, May, 1934.
Architectural Record, 1932-1933 (inc.).
Architecture, 1931-1933 (incomplete).
Army Ordinance, July 1933-July 1934.
A.S.M.E. News, 1931-1932.
A.S.S.T. Review, 1930-1932.
Automotive Industries, June 2, 9, 16, 1934.
Black & White (Houghton Co.), 1931.
Business Week, Jan.-June, 1934; July-Dec., 1933.
Catalyst, 1933-1934.
Chemical Abstracts, 1933 Mar.-Nov.
Chemical Markets, 1932-1934 (incomplete).
Chemistry & Industry, Jan., Feb., 1931.
Chemistry & Industry, 1932.
Combustion, Jan.-May, 1932.
Commercial Standards, 1932.
Concrete, 1929, 1930, 1931 (incomplete).
Drugs, Oils, Paints, July-Dec., 1933; Jan.-July, 1934.
Economist, 1933.
Editor & Publisher, Jan.-June, 1933.
Electric Refrigeration News, Jan.-June, 1934.
Experiment Station Record, July, Aug., Sept., 1933; index 67.
Factory Management & Maintenance, March, 1934.
Forbes, Jan.-June, 1932.
Ice & Refrigeration, 1933, July, Aug., Dec.; 1934, Feb.-April.
Imperial Chem. Industries, 1933; Jan.-June, 1934.
Index (Stockholm, Sweden), 1932.

Among Librarians

Necrology

MARGARET M. COLERICK, librarian of the Fort Wayne and Allen County Public Library, Fort Wayne, Ind., since 1898, died at her home in Fort Wayne on October 31. She had been ill for more than two years previous to her death.

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CATHERINE POYAS WALKER, Atlanta '13, librarian of the 4th Corps Area Headquarters of the Army at Atlanta up to last year, died in the early part of October. Miss Walker was connected with the U. S. Bureau of Navigation since 1922 holding various positions.

Appointments

PAUL ALCORN, Wisconsin '34, has been appointed librarian of the Connecticut State College Library, Storrs, Conn.

LUCILE ALTHAR, North Carolina '34, has accepted the position as librarian of Dodd Junior College, Shreveport, La.

BERNICE AMSTUTZ, Pittsburgh '30, has been appointed cataloger in the James E. Morrow Library at Marshall College, Huntington, West Va.

ESTHER A. BAIRD, Wisconsin '31, has been appointed acting head of the Extension Department of the Davenport, Iowa, Public Library to serve during the year's leave of absence of the head of the department for study.

HAZEL BAITY, North Carolina '33, has been appointed librarian of South High School, Winston-Salem, N. C.

ANNE ELIZABETH BEAL, Columbia '28, will become librarian at the branch library of the School of Agriculture at the Pennsylvania State College effective December 1. Miss Beal is now cataloger on the staff of Cornell University Library.

MARY H. BOYLIN, Pittsburgh '32, is serving as high school librarian in the New Brighton High School, New Brighton, Pa.

KATHLEEN BREINER, Syracuse '32, has been appointed librarian of the Senior High School Library, Middletown, N. Y.

IRENE BROOKE, Wisconsin '33, eligible through civil service examination for a state position, was appointed in September as a desk assistant on the staff of the University of Wisconsin Library.

VIARDA CLARK BRUBECK, Wisconsin '33, is now librarian of the Dunkirk, N. Y., Free Library.

CHARLOTTE D. BRYAN, Pittsburgh '32, has been appointed children's librarian in the Elkhart, Indiana, Carnegie Library.

LAURA JEANNE BUTLER, Pittsburgh '32, is acting children's librarian in the Carnegie Public Library at Bradford, Pa., during the leave of absence of the librarian.

PAULINE CARYL, Syracuse '33, has received appointment as school librarian in the junior division of the Grand Rapids, Mich., school system.

LAURA ELIZABETH CATHON, Pittsburgh '32, has been appointed an assistant in the Central Boys and Girls Room of the Carnegie Library of Pittsburgh.

FRANCES CLARK, Wisconsin '33, was appointed cataloger and general assistant in the Monroe, Wis., Public Library, the first of September.

JENNIE ELIZABETH CLARK, Pittsburgh '32, has been appointed librarian of the Bradford, Pa., High School.

JANE CLOSE, Syracuse '33 has been appointed school librarian of the Burdick Junior High School of Stamford, Conn.

ERNESTINE CLOUD, North Carolina '32, has been appointed assistant librarian, Clemson College Library, Clemson College, S. C.

ESTHER CONNER, Wisconsin '27, has accepted a position as a branch assistant, in the Indianapolis, Ind., Public Library.

OLAN V. COOK, North Carolina '32, formerly in charge of Public Documents, University of North Carolina Library, was recently made Head of the Circulation Department in the same library, Chapel Hill, N. C.

MARJORIE STARK CRANE, Pittsburgh '28, has been appointed a junior assistant in the Children's Department of the Detroit, Mich., Public Library.

ELIZABETH CURRY, Wisconsin '34, has been appointed librarian of the Cedar Rapids, Iowa, High School Library.

MARY L. DAVIS, Wisconsin '33, was recently appointed librarian of the Rockford, Ill., High School Library.

AGNES DOLVIN, Columbia '32, who has been on the revising staff of the Columbia School of Library Service since 1932, has been appointed general assistant in the Englewood, N. J., Public Library.

EDWARD HAROLD ELLIOTT, Pratt '33, has been appointed to the staff of the American History Division of the New York Public Library.

MRS. VIRGINIA K. FERGUSON, Pittsburgh '30, has been appointed children's librarian in the Mt. Washington Branch of the Carnegie Library of Pittsburgh.

FRANCES E. FITZGERALD, Columbia '34, is acting librarian of the Fort Lee, N. J., High School for the year 1934-35, during the absence of Florence L. King, Columbia '28, who has returned to Columbia School of Library Service to complete work for the Master's degree.

JUNE FORESMAN, New Jersey '33, is now librarian and teacher of English and German in the South Williamsport Junior-Senior High School, South Williamsport, Pa.

FLOSSIE MARIE FOSTER, Columbia '31, has been appointed to the staff of the Lawson McGhee Library, Knoxville, Tenn., as acting assistant director of work with schools.

ELINOR JEAN FRANCIS, Wisconsin '33, has been appointed librarian of the Red Oak, Iowa, Public Library.

MARY FREEMAN, Wisconsin '33, began work in September as first assistant in the Marshalltown, Iowa, Public Library.

GLADYS FRIDAY, Wisconsin '34, has been appointed librarian of the Rice Lake, Wis., Public Library.

ESTHER LOUISE GARBART, Pittsburgh '32, has been appointed assistant children's librarian in the Mt. Washington Branch of the Carnegie Library of Pittsburgh.

MRS. ANNA GARD, Denver '32, has been appointed to the staff of the Cincinnati, Ohio, Public Library.

HARRIET GILMORE has recently been appointed a graduate assistant in the Circulation Department of the Pennsylvania State College Library.

JOSEPHINE RIPPEY GILMORE, Pittsburgh '30, has been appointed librarian of the Sunbury, Pa., High School Library.

HARRIETTE L. GREENE, Wisconsin '30, resigned as assistant in the Reference Department, Newark, N. J., Public Library, to accept the position of librarian of the Janesville (Wis.) High School Library.

HELEN JEANNETTE GREENWALD, Pittsburgh '34, has been appointed librarian of the Lamond High School in Shaker Heights, Cleveland, Ohio.

JESSIE GRIFFIN, North Carolina '32, is assistant in the Catalog Department, University of North Carolina Library, Chapel Hill, N. C.

ESTHER A. HANLEY, Pittsburgh '32, has been appointed assistant in the Periodical Room, Carnegie Library of Pittsburgh.

JEWEL C. HARDKOPF, Wisconsin '33, has joined the staff at A.L.A. Headquarters, and is working in the membership department.

AGNES HARRELL, North Carolina '34, has accepted the position of teacher-librarian in the Mooresville, N. C., High School.

FRANCIS H. HENSHAW, Columbia '32, who has been on the administrative staff of the Queens Borough Public Library for the last two years, has been appointed librarian of the Berkshire Athenaeum, Pittsfield, Mass.

THELMA ELIZABETH HENTSCHEL, Pittsburgh '32, is librarian in the Nether Providence High School, Wallingford, Pa.

MARIAN S. HERMAN, Syracuse '34, is librarian of the High School at DeKalb Junction, N. Y.

CATHERINE MARIE HILL, Pittsburgh '31, is serving as a graduate assistant in the Circulation Department of the Pennsylvania State College Library, State College, Pa.

RUTH HORD, Peabody '34, is high school librarian at Gaffney, S. C.

ELIZABETH H. HORNE, Wisconsin '33, was appointed assistant in the Cataloging Department of the Youngstown, Ohio, Public Library in June.

BARBARA JOY, Columbia '32, has been appointed librarian of the Montpelier, Vt., Seminary Library.

MARY KEYES, Wisconsin '19, has accepted the position as librarian of St. Joseph's College, Brooklyn, N. Y.

IRENE J. KING, Columbia '33, is librarian of the East Aurora, New York, High School.

ELIZABETH KIRWAN, Denver '33, is working half-time in the Circulation Department of the Denver Public Library, in addition to her secretarial duties at the University of Denver School of Librarianship.

ELIZABETH KNOWLES, Denver '33, has been appointed to a full-time position on the staff of the Denver Public Library.

KARL H. KOOPMAN, New York '17, is acting assistant librarian of Bard College, Annandale-on-Hudson, N. Y.

HELEN E. KREMER, Wisconsin '32, was elected children's librarian of the Fond du Lac, Wis., Public Library, to fill the vacancy occasioned by the transfer of Edith Shepard from the Children's to the Reference Department.

ISABELLA D. LANNAN, Pittsburgh '33, has been elected librarian of the Wells High School in Newell, West Va.

MINNA G. LEGRAND, North Carolina '34, has been appointed high school librarian and supervisor of elementary school libraries in Shelby, N. C.

BETTY GRAY LONG, North Carolina '34, has been appointed high school librarian at Gastonia, N. C.

MRS. JESSIE W. LUTHER, Wisconsin '13, has a staff appointment in the La Crosse State Teachers College Library.

DOROTHEA G. MCCULLOH, Wisconsin '30, on leave of absence during the last academic year to complete work for the bachelor's degree, has returned as librarian of the Great Falls, Mont., High School Library.

ALICE MACKINNON, Wisconsin '33, was elected junior high school librarian of the Peekskill, N. Y., Junior High School recently.

MARGARET MAHON, Pittsburgh '31, is acting children's librarian in the Greenville, S. C., Public Library during the absence of the librarian.

ELIZABETH BATTIN MOE, Wisconsin '26, was elected librarian of the Stevens Point (Wis.) High School Library in August.

EMILY MOORE, North Carolina '33, formerly assistant catalog librarian at Clemson College Library, South Carolina, is now librarian of the Darlington, S. C., Public Library.

CHARLES K. MORISON, Wisconsin '15, whose study was interrupted by enlistment in the Canadian army for World War service, returned to the field of library work through a year in McGill University Library School, graduating with the class of 1934. He has accepted appointment to the staff of the Fraser Valley Public Library, British Columbia.

DOROTHY MOSS, North Carolina '34, has been appointed librarian of Centenary College, Shreveport, La.

VERA MOYER, formerly librarian of Redstone Township, Pa., High School, has been appointed graduate assistant in the Catalog Department of the Pennsylvania State College Library.

SARAH E. MYTTON, New Jersey '33, is now librarian of Rider College, Trenton, N. J.

JOSEPHINE OLIVIA NALY, Pittsburgh '33, has been appointed as elementary and junior high school librarian in the Forest Hills, Pennsylvania, Schools.

GRACE K. NEFF, Columbia '31, has been appointed librarian of the Cedar Falls, Iowa, Public Library.

ALICE VIRGINIA NEIL, Pittsburgh '32, has been serving as statistician and librarian for the International Filter Company in Chicago, Ill.

JULIA PAINE, Pittsburgh, '31, has been serving as temporary head general assistant in the Catalog Department of the Milwaukee, Wisconsin, Public Library.

ELEANOR PEARSALL, North Carolina '33, has been appointed high school librarian, Rocky Mount, N. C.

EMILY PHELPS, Wisconsin '33, was appointed chief of circulation and reference librarian of the University of Tulsa, Oklahoma, at the opening of the academic year.

EDNA PHILLIPS was appointed librarian of the Sawyer Free Library, Gloucester, Mass., beginning November 15. Miss Phillips was formerly supervisor of Work with Racial Groups of the Massachusetts Division of Public Libraries.

QUINETTE C. PRENTISS, North Carolina '32, has been appointed librarian of Andrew College, Cuthbert, Ga.

ELLINOR PRESTON, North Carolina '32, has been appointed librarian of the Westhampton High School, Richmond, Va.

KATHERINE RAMBO, Peabody '30, is teacher of English and library supervisor of the Gaston High School, Gadsden, Alabama.

ANNIE H. RAMSEY, Columbia '34, is acting librarian of Virginia Union University, Richmond, for the year 1934-35.

DORIS M. REILLY, Syracuse '34, has been appointed librarian of the Riverside, N. J., High School.

EDITH GAY RICE, Pittsburgh '34, is librarian of the Westfield, N. Y., High School.

MARY ELIZABETH RICE, Wisconsin '32, has been appointed reference assistant on the staff of the South Dakota Library Commission, the emphasis of her work to be on service to the schools.

JOHN S. RICHARDS, Washington '16, has been appointed executive assistant at the University of Washington Library, Seattle, Wash. Mr. Richards was superintendent of circulation in the University of California Library from 1926 to 1929 and filled the position of assistant librarian from 1929 to the end of September, 1934.

DOROTHY EMILY RILEY, Pittsburgh '33, is librarian of the Bridgeville, Pa., High School.

CATHERINE R. ROBERTS, Columbia '32, is assistant on the staff of Juniata College Library, Huntingdon, Pa.

MARY U. ROTHROCK, Albany '22, who has been librarian of the Lawson McGhee Library, Knoxville, Tenn. for the last eighteen years, has resigned to take charge of the Tennessee Valley Authority library system. She is succeeded by Helen M. Harris, Albany '16, who has been director of work with schools in the Lawson McGhee Library since 1930.

MRS. MABELLE M. RUNNER, Pittsburgh '22, has been appointed assistant librarian at Duquesne University, Pittsburgh, Pa.

LEOLA SCHROEDER, Wisconsin '33, eligible through civil service, was appointed acting children's librarian on the staff of the Whitewater State Teachers College Library, Wisconsin, during the leave of absence of the incumbent for study.

EDITH SHEPARD, Wisconsin '31, has been transferred from the position of children's librarian in the Fond du Lac, Wisconsin, Public Library to the head of the Reference Department, succeeding Anita Wammes.

DELLA SHORE, North Carolina '32, formerly assistant librarian at Guilford College, N. C., has been appointed librarian of the new Brevard Junior College, Brevard, N. C.

WENDELL W. SMILEY, North Carolina '33, formerly assistant in the Circulation Dept. of the University of North Carolina Library was recently made head of the Public Documents Room in the same library, Chapel Hill, N. C.

MABELLE LUCILE SMITH, Pittsburgh '28, has a temporary appointment as librarian of the Public Library at State College, Pa.

EMILY SPENCER, Peabody '31, is high school librarian at Springhill, La.

CAROLINE STABLER, Pratt '33, has been appointed reference librarian at the Brooklyn Museum Library, Brooklyn, N. Y.

MRS. JULIA L. STANLAND, Pittsburgh '24, is reference and cataloging assistant in the University Library, University of Pittsburgh.

MRS. IRENE M. STRIEBY, North Carolina '33, was recently appointed librarian of the Eli Lilly Company, Indianapolis, Ind.

WILANA SULLIVAN, Peabody '34, is high school librarian at Vernon, Texas.

ELIZABETH K. SWINK, Columbia '32, is librarian of the Ohio Soldiers and Sailors Orphans Home, Xenia, Ohio.

ELIZABETH TALLEY, Columbia '30, has been appointed head of the Circulation Department, University of Wyoming Library.

MRS. NANCY B. THOMAS, Wisconsin '22, has been appointed librarian of the Appleton, Wis., Public Library. She has been librarian of the Birmingham, Mich., Public Library since 1927.

Advance Book Information

Including Books To Be Published Between December 15 And December 31, Based On Data Gathered From Publishers, Issued Semi-Monthly. Juveniles And Text Books Not Included.

Ar: Fine Arts **Dr:** Drama **Mu:** Music **Sc:** Science
Bi: Biography **Ec:** Economics **Po:** Poetry **Sp:** Sports
Bu: Business **Hi:** History **Re:** Religion **Tr:** Travel

Non-Fiction

Allen, Hervey Bi
ISRAFEL: THE LIFE AND TIMES OF EDGAR ALLAN POE

New one-volume edition. Illustrated. Farrar & Rinehart, $3.50. (12/1/34)

The Complete Romeo and Juliet Dr

Shakespeare's *Romeo and Juliet* as played by Katharine Cornell and Basil Rathbone is to be an outstanding dramatic event of the 1934-35 theatrical season. Here is the acting version for the modern stage, prepared by Miss Cornell and Mr. McClintic, with Miss Cornell's own stage directions. Included also is the original text by William Shakespeare and a history of the play by Brooks Atkinson, dramatic critic of the New York *Times*. Doubleday, $2. (12/20/34)

Johnson, Alvin W.
THE LEGAL STATUS OF CHURCH-STATE RELATIONSHIPS

Quotes court decisions and legislation in all states on such matters as Bible reading and religious teaching in public schools. Also a section on Sunday laws. Market: Teachers, lawyers, educators, ministers, libraries. Univ. of Minn. Press, $3. (12/15/34)

Keller, A. G. and Davie, M. R., eds.
ESSAYS OF WILLIAM GRAHAM SUMNER: 2 VOLS.

Yale Univ. Press, $3. each. (12/4/34)

Lowenthal, Marvin, ed. Bi
THE AUTOBIOGRAPHY OF MICHEL DE MONTAIGNE

A collection of autobiographical passages selected from Montaigne's Essays and arranged into a unified whole. The editor is also the translator of *Memoirs of Glückel of Hamelyn* and the author of *History of the Jews in Germany*. Market: Biography lovers, those who enjoy the wisdom and wit of Montaigne's work, libraries. Houghton, $3.50. (12/4/34)

Morey, Lloyd, ed.
FINANCIAL REPORTS FOR COLLEGES AND UNIVERSITIES

The result of several years' investigation of current accounting systems in colleges and universities conducted by the Committee on Standard Reports for Institutions of Higher Education. Univ. of Chic. Press, $2. (12/34)

Potter, Charles Francis
TECHNIQUE OF HAPPINESS

A process of self-analysis, self-direction and self-expression for solving personal problems and achieving happiness, as outlined by a pastor. Macaulay, $2. (12/15/34)

Strachey, John
LITERATURE AND DIALECTICAL MATERIALISM

A statement of the Marxian approach to literary criticism as well as a devastating attack on Fascism as meaning the doom of western culture. Author of *The Coming Struggle for Power*. Market: Everyone interested in social, cultural and literary questions, libraries. Covici, Friede, $1. (12/4/34)

Virgil
VIRGIL'S WORKS

Complete Aeneid, Eclogues and Georgics in the J. W. Mackail prose translation. Modern Lib., 95¢. (12/24/34)

Fiction

Baum, Vicki
MEN NEVER KNOW

An dramatic and poignant tale of love and regrets during four days in the lives of two men and two women in Berlin. Author of *Grand Hotel*, etc. Doubleday, $2. (12/5/34)

Gray, Westmoreland
MANHUNT TRAIL

An exciting Western in which two fearless cowboys hunt for an outlaw and his dangerous gang. Lippincott, $2. (12/6/34)

Partridge, Helen
IF THE SKY FALL

Her family's fortune gone, Andy Craig gets a job working for the Institute for the Handicapped and falls in love with a young newspaper columnist. Arcadia House, Wm. Godwin, $2. (12/28/34)

Troubetzkoy, Princess Paul
GALLOWS' SEED

A novel of conflict and intrigue by the author of *Storm Tarn*. Kendall, $2.50. (12/28/34)

Postponements, Price Changes

Beals, Carleton
FIRE ON THE ANDES

Lippincott, $3. (11/15/34, postponed from 11/8/34)

d'Orliac, Jehanne
JOAN OF ARC

Lippincott, $3. (11/22/34, postponed from 11/15/34)

DuBois, W. E. B.
BLACK RECONSTRUCTION

Harcourt, $3.75(?). (12/6/34, postponed from 10/4/34)

MacDougall, Alice Foote
ALICE FOOTE MACDOUGALL'S COOK BOOK

Lothrop, $2.50. (11/30/34, postponed from 11/20/34)

O'Connell, Charles
THE VICTOR BOOK OF SYMPHONIES

Simon & Schuster, $3. (12/34, postponed from 10/34)

Oursler, Fulton
JOSHUA TODD

Farrar & Rinehart. (1/35, postponed from 11/21/34)

Seabury, Katharine
THE FUN OF HAVING CHILDREN

Lothrop, $1.75. (11/20/34, postponed from 10/31/34)

Wilder, Louise Beebe
WHAT HAPPENS IN MY GARDEN

Macmillan. (1/35, postponed from 11/34)

Wile, Ira S.
HANDEDNESS, RIGHT AND LEFT

Lothrop, $2.75. (11/15/34, postponed from 11/8/34)

Wright, Richardson
WINTER DIVERSIONS OF A GARDENER

Lippincott, $2.50. (11/22/34, postponed from 11/15/34)

Book Club Selections

Book-of-the-Month Club

December—THE FORTY DAYS OF MUSA DAGH. By F. Werfel. *Viking*.

Catholic Book Club

December—THE CATHOLIC CHURCH IN ACTION. By Michael Williams. *Macmillan*.

Junior Literary Guild

December—A DAY ON SKATES (Primary Group). By Hilda Van Stockum. *Harper*.
DOBRY (Intermediate Group). By Monica Shannon. *Viking*.
HO-MING, GIRL OF NEW CHINA (Older Girls). By Elizabeth Foreman Lewis. *Winston*.
NORTH AFTER SEALS (Older Boys). By Thames Williamson. *Houghton*.

Literary Guild

December—AMERICA AND ALFRED STIEGLITZ. Edited by Waldo Frank and others. *Doubleday*.

Religious Book Club

November—REALISTIC THEOLOGY. By Bertrand Russell. *Harper*.

Scientific Book Club

November—HEREDITY AND DISEASE. By Otto Mohr. *Norton*.

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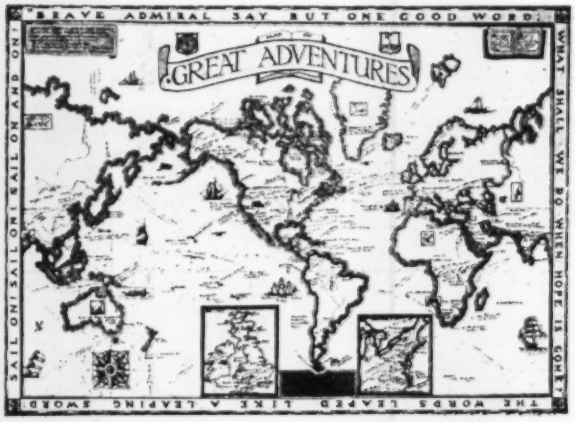
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GREAT ADVENTURES
WHAT SHALL WE DO WHEN HOPE IS GONE
THE WORDS LEAPED LIKE A LEAPING SWORD
SAIL ON! SAIL ON! SAIL ON AND ON!

"For one and all, or high or low,
Will lead you where you wish to go;
And one and all go night and day
Over the hills and far away!"

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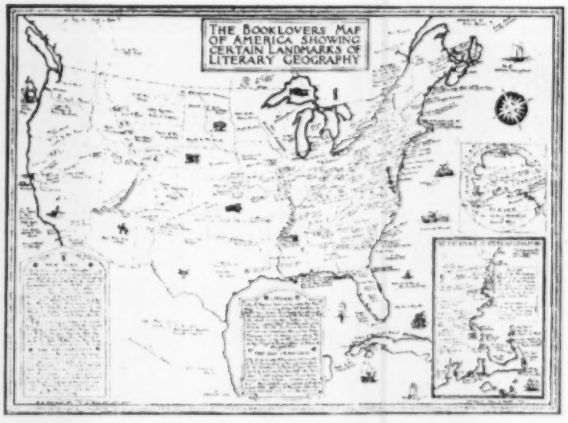

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Who never to himself hath said,
'This is my own — my native land.'"

Sir Walter Scott

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